DOCUMENT RESUME

ED 123 172 SO 009 121

AUTHOR Farrah, George A.
TITLE A Comprehensive Appraisal of the Denmark Study Center.
PUB DATE 24 Aug 74
NOTE 126p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage
DESCRIPTORS *Cultural Exchange; *Exchange Programs; Higher Education; Interinstitutional Cooperation; International Programs; *Program Descriptions; Program Evaluation; *Student Exchange Programs; *Study Abroad; Study Centers
IDENTIFIERS *Denmark; Saint Cloud State University

ABSTRACT

This report evaluates the study-abroad program initiated in Fredericia, Denmark by St. Cloud State University (Minnesota). The program integrated regular classes in general academic fields for all undergraduate students within the Danish environment and culture. Section 1 lists the objectives of the Denmark Study Center including both cognitive and affective objectives, staff design, and student government design. Part 2 describes the operational procedures employed at the center including the liaison with the Fredericia mayor, community consultant, and community organizations. Section 3 assesses the attainment of the cognitive and affective objectives over the academic year. Finally, section 4 offers conclusions and recommendations for improving the program. The appendices include individual evaluations of the Denmark experience by both faculty and students. (DE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED123172

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Comprehensive Appraisal of the Denmark Study Center

by

George A. Farrah

Professor of Educational Administration
and
Resident Director (1973-74) in Fredericia

(Denmark Study Center of St. Cloud State College)

SP 009 121

August 24, 1974

Abstract

The Denmark Study Center, established at Fredericia, Denmark during the 1973-74 academic school year, was a unique program in comparative education initiated by St. Cloud State University.

In order to completely assess both cognitive and affective features of the program, a Comprehensive Appraisal was made. Internal and external objectives were achieved via a curriculum design, a staff education design, and a student government design.

Although there were numerous problems in the orientation or adaptation of 111 undergraduates and 13 faculty members to a foreign setting, the dominant theme of the Appraisal was that the program was a success, and that with modifications, it should be continued.

ACKNOWLEDGEMENTS

Any endeavor such as the Denmark Study Center would not have been possible without the cooperative efforts of individuals here and abroad. Accordingly, this research account of a pioneering effort, of an exciting innovation, is an attempt to objectively evaluate various aspects of the Study Center for the academic year of 1973-74.

I will always be grateful to Dr. Robert Frost, Director of International Studies, for affording me the opportunity to serve as the Resident Director. It was he who conceived the unique idea of an academic program in the city of Fredericia, and it was he who formulated the general framework of student involvement, curriculum, staff, housing, transportation, and liaison with various Danish officials.

My deep appreciation is expressed to the Study Center Staff and students for their efforts in appraising certain features of the program.

Recognition must also be accorded and thanks are due to the various department chairmen for their splendid cooperation in many important phases of the program. For example, student help would not have been possible without their contributions.

For his personal support, interest, and words of encouragement, I wish to thank Dr. Charles J. Graham, President of St. Cloud State College. His personal visit to the Study Center provided all with a boost in morale!

I am grateful to Mr. Randal Kolb, Computer Services, St. Cloud State College, for his assistance in programming and processing statistical data, especially the multivariate analysis of variance and the intercorrelation matrix.

Finally, thanks are due to Mrs. Janet Swanson, School of Education, for typing the manuscript.

George Farrah

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS ii

LIST OF TABLES iv

LIST OF ILLUSTRATIONS. v

Part I. Objectives of the Denmark Study Center. 1

A. Curriculum Design: Internal Versus External Objectives; Cognitive and Affective. 2

B. Staff Design. 5

C. Student Government Design 7

Part II. Procedures Employed at the Center 9

A. Operational: The Staff and Students. 10

B. Liaison: The Mayor; Danish Community Consultant; and Dansk Vanderlaug. 12

Part III. Methods of Comparative Appraisal. 17

A. Statistical Analysis: Analysis of Means. 18

B. Statistical Analysis: Multivariate Analysis of Variance 30

C. Content Analysis of Unstructered Themes: Seminars in Community Experiences 30

D. Evaluation Decision: Attainment of Internal and External Objectives; Persons, Products, and Processes . 36

Part IV. Summary and Conclusions 41

APPENDICES

Appendix A. Somes Staff Members Evaluate the Denmark Experience 44

1. A Report by Dr. Marcus C. Bruhn. 45
2. A Report by Dr. John Carter. 47
3. A Report by Dr. Philip Tideman 49
4. A Report by Dr. John N. Phillips 52
5. A Case Study by Dr. Alfred A. Pabst. . . 56

Appendix B. How Four Students Perceived the Denmark Experience 105

Appendix C. How One Student Perceived the Denmark Experience 113

LIST OF TABLES

Table		Page
1.	Distribution for Age	19
2.	Various Frequencies for Age	19
3.	Distribution for Sex	20
4.	Distribution for Class Standing	20
5.	Distribution for Grade Point Average	20
6.	Distribution for those taking Community (Education 103) Experiences	21
7.	Criteria of Weights for the Response System	22
8.	The Questionnaire Used to Appraise the Nine External Objectives	24
9.	Group Data Statistics for Students' Responses to Nine External Objectives	26
10.	Total Stanine Scores for Responses to Nine External Objectives	26
11.	Profile Analysis of Students' Responses to Nine External Objectives	27
12.	Chi Square Analysis of Stanine Scores Above 5.25 Contrasted to Those Below 5.25	28
13.	Intercorrelation Matrix for Students' Responses to Nine External Objectives	29
14.	The Written Responses From Seminar II	33
15.	Single Classification Analysis for Written Responses	35

LIST OF ILLUSTRATIONS

Figure		Page
1.	Flow Chart Indicating Evaluational Aspects of the Design	3
2.	Organizational Structure for the Denmark Study Center. .	10
3.	Analysis of Responses to the Nine External Objectives Via a Stanine Scale.	28

Part I

Objectives of the Denmark Study Center

A. Curriculum Design: Internal Versus External Objectives

The unique experience of conducting classes and living in the city of Fredericia entailed the various objectives and perceptions of 111 students and, ultimately, 12 professors.

Accordingly, a distinction is made between the more cognitive, sometimes covert, academic objectives and those more affective, later articulated, overt objectives. For example, although they were never specified prior to leaving for Denmark, it was assumed that the varying contributing disciplines from the four schools, had, within its particular domain, a set of internal objectives appropriate for the task. These internal objectives, couched in terms of cognitive goals, involved skills, knowledge, and abilities within a content area, be it English, Economics, Education etc. Figure 1 provides a comprehensive view of the Evaluational Design.

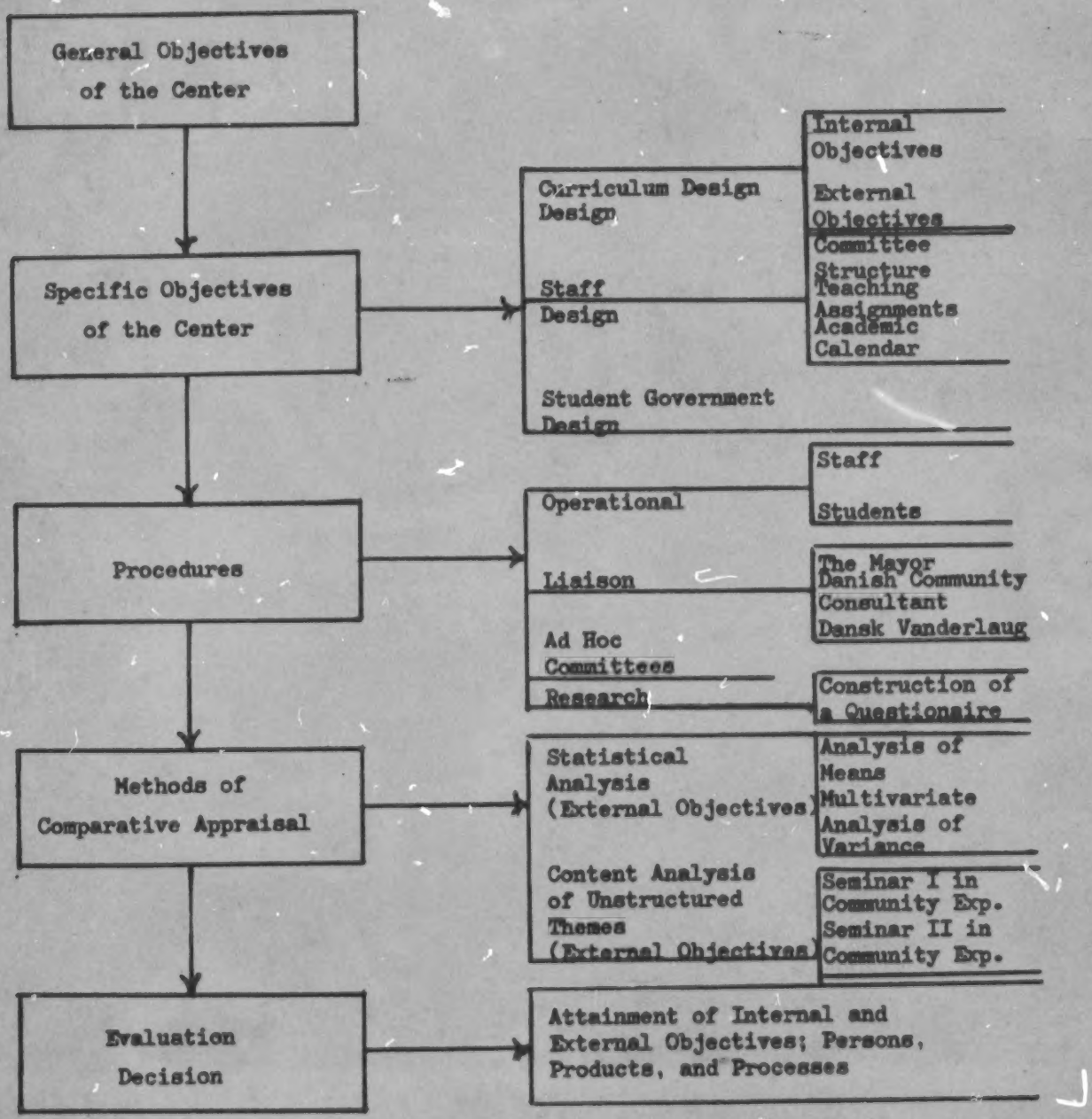
Also inherent within the realm of internal objectives were those broader, general objectives reflecting professorial responsibilities as an indirect agent for the State of Minnesota. More directly, as a form of loco parentis, there was the implied responsibility of upholding the highest standards of values and conduct, because the parents of the young people involved in the program had placed their trust and confidence in those who were to administer the program.

Yet, if the Denmark experience were to transcend those internal objectives found among the various departments on campus, then other objectives had to be developed. Otherwise, the European experience would be relegated to "fun and travel"--just another academic program transferred to another country!

Indeed, during the ensuing months in Fredericia, numerous situations

Figure 1

Flow Chart Indicating Evaluational Aspects of the Design



developed, as they invariably would in another setting at another time, where students were able to utilize and demonstrate abilities in problem solving, and hence, the opportunity for tremendous learning experiences!

Moreover, as the academic program unfolded and as the adaptation to a foreign country improved, the possibilities of nine external objectives became a reality and engendered considerable cooperation among the local Danish citizens.[1] Therefore, by the Winter Quarter, the following, stated as performance based external objectives, were developed:

1. Appreciation of the Danish Way of Life.
2. Awareness of the Interaction Process in the Field of Human Relations.
3. Awareness of the Various Occupations Available in Fredericia.
4. Ability to Function as a Paraprofessional in a Chosen Field.
5. Ability to Relate and Interact with the Community.
6. Ability of a Center, College, or Institution to Function as a Team Involving Students, Faculty, and the Community at Large.
7. Awareness of Self-Direction and the Decision-Making Process in Problem Solving Situations.
8. Awareness of the Cultural Barriers and Problems that Exist in International Studies, and the Ability to Solve Problems Associated with Communications.
9. Awareness that Education must be Continuous, Personal, and Dynamic.

It was really not until the Spring Quarter when the aforesaid objectives could be tested via the prototype course of "Community Experiences" which involved more than half of the students. The vast amount of planning, work, and cooperation is a tribute to the Fredericia Community leaders who gave considerable impetus to the program. A complete analysis of

---

[1] There was no magic or mystery in the selection of these nine objectives. The subcommittee which worked on their formation reasoned that these particular external objectives adequately described their goal needs while in Denmark and Europe.

the results of a questionnaire in connection with the nine external objectives is given in Part II.

B. Staff Design

During the nine month stay in Fredericia, the Center was staffed by a rich variety of professors from the following departments:

Fall Quarter	Winter Quarter	Spring Quarter
1. Management & Finance	Psychology	Philosophy
2. Economics	Art	Speech
3. Geography	History	English
4. Industrial Education	Sociology	Interdisciplinary Studies

In addition to the above, the Resident Director taught an average of two courses each quarter within the field of Education.

Originally, plans included holding all classes at the "Pro Pace" Vandrehjem (i.e., the youth hostel), but, upon arrival, a quick inspection revealed that this building was woefully inadequate in which to conduct classes. Fortunately, the mayor was able to arrange for the renting of the city's sports center, which contained four beautiful classrooms ideally suited for instructional purposes.

While this arrangement did create some inconvience for some staff members and students, an advisory council of students recommended that the advantages of this particular location far outweighed the disadvantages of using the Pro Pace.[2]

Staff meetings were held on a fairly regular basis in order to jointly plan activities and to discuss the problems at hand. In order to ensure close ties with each student, each instructor served as an active advisor to approximately 27 students. Personal data sheets were used by the staff

---

[2]The distance from the hostel, where approximately 45 students lived, to the sports center was 1.2 miles. Ultimately, the majority of students, via bikes or other means, had very little difficulty in commuting.

as a means of providing assistance to students based on information supplied by them.

Strict class attendance was a policy upon which the staff agreed, but unfortunately not every staff member followed through with the enforcement of this policy, and this same paradox occurred in matters dealing with discipline. Within the course of the year, these apparent inconsistencies were to cause problems both in total rapport and morale, especially with the Director and the Student Council.

Nevertheless, in their adjustment to general living conditions at Fredericia, the staff made great personal sacrifices. In brief, for the most part, their dedication to the task at hand was par excellence!

Depending on their background, perceptions and purposes, the staff utilized the Danish and European environment to varying degrees in order to achieve their internal objectives.[3]

For example, two professors teamed their efforts and coordinated their teaching to study one (of three major oil refineries in Denmark) located at Fredericia; another toured parts of Jutland to relate his discipline to the environment; and others utilized similar patterns to achieve their goals.

Formalized evaluating procedures, very similar to the St. Cloud Campus, were held during the final week of each quarter, and the faculty was very dedicated in following through in the evaluation of internal objectives. While faculty members differed in the use of the formal examination time (termed "culminating activities"), everyone followed the same procedure and exerted great effort to carefully evaluate their students.

---

[3]Later in this report, one prototype will be included to illustrate how the staff integrated teaching objectives with the European environment.

C. Student Government Design

During one of the latter orientation classes held at St. Cloud State, the Resident Director suggested that the students departing for Denmark should elect a five-person student council to work cooperatively with the Staff and Director. However, rather than electing these individuals, it was agreed upon to have five students volunteer as an ad hoc committee to serve an interim period until students could "know each other better" and then hold an election in Denmark.

Accordingly, during the early Fall Quarter, the five students (and others) were placed on a ballot and an election was held at the Pro Pace. All those who had volunteered were elected, and it was also immediately decided that a second election would be held sometime during late December or early January.

Of the aforesaid five, one was to serve as President, one as Secretary, and the other three as council members. In addition, another student (who had previously helped the Director of International Studies) assumed to be in charge of all funds. This student council functioned until a second election was held and at that time (late December), it was increased to seven members.

It was stated that the Student Council, the Staff, and the Resident Director would work in harmony and toward common goals to ensure the success of the program. Unfortunately, and for a variety of reasons--often to the embarrassment of the Director--the students gradually moved to a position of complete self-direction.

For example, during the Fall Quarter, the Director and Faculty representative were always welcome at the weekly meetings, but by January the

meetings were considered closed to the Director--as long as students could function on their own or if they felt that they needed his help.

In retrospect, if one were to evaluate the accomplishments of student government in Denmark, he would have to conclude that they did a magnificient job in view of many unforseen problems and the difficult tasks to perform! They were extremely sincere in their convictions and had the courage to disagree with staff members, Dansk Vanderlaug, the manager of Pro Pace, or the Director himself. Yet, despite their tremendous achievements, there were sources of irritation, conflict, and even the usurping of authority.

Thus far, the author has provided a general framework of the Center. In Part II, more detailed information is provided regarding procedures and the operation of the program.

Part II

Procedures Employed at the Center

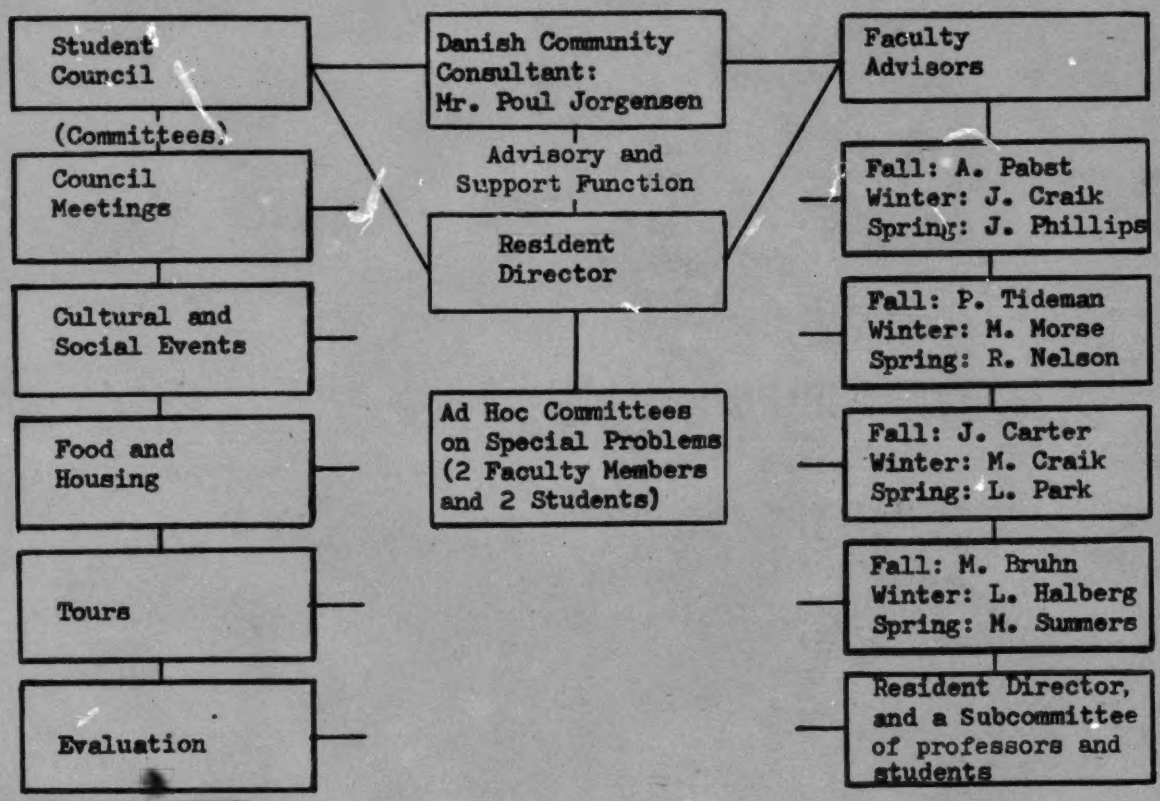
A. Operational: The Staff and Students

Once in operation, matters of concern for the Center involved the planning of trips, the management of the student activity fund, student help, housing, food, heating, and relations between the Center and/or Dansk Vanderlaug - Pro Pace Management.[4]

In Figure 2, one may view the organizational structure for the Center.

Figure 2

Organizational Structure for the Denmark Study Center
1973 - 1974



[4]Dansk Vanderlaug is the semi-official Danish Governmental agency which coordinates and oversees policies and practices for all of the youth hostels in Denmark. Many of the problems resulting from the aforesaid relationships were related to a misunderstanding of the role of the Pro Pace management in terms of the Center; namely, that it was supposed to serve the needs of students and not vice-versa!

Moreover, in the opinion of this writer, the organizational structure for the Center was highly effective in solving problems and in achieving various goals. Indeed, the problems themselves became the substance for the very process of problem solving.[5]

Nevertheless, there were at times, flaws in providing the social cement to hold the structure together, and these may be summarized as follows:

Item 1. Although the budget contained $3,900 for Faculty use (including $300.00 for the Resident Director) in terms of tours or honorariums, there was constant resistance by the Student Council to release the funds due the faculty because it was "their money". In this same vein, the Council and treasurer were extremely reluctant to set up an expense account for the business expenses of the Director--even though these expenses were necessary for the good of the program!

Recommendation: Continue the method of having a student body decide how it will spend funds, but give the Resident Director (1) a separate expense account for bona fide expenses, and (2) grant him veto power. For example, although the writer was sympathetic with the student's desire to have beer parties--quite normal to the Danish Way of Life--there was considerable doubt that it was legal according to State Board regulations.

Item 2. In many instances, the Resident Director was thrust into situations where previous agreements (or lack of them) handicapped him in coping with them; yet, it was the Director's responsibility, with no decision-making authority on these matters, to deal with these problems on the scene.

Recommendation: Involve the Resident Director in all aspects of the preplanning and planning phases, including general orientation sessions.

Item 3. The Student Council was indecisive or opposed to certain attendance policies and/or discipline problems. In one case, the President of the Student Council defied the Director when he disapproved an extended Christmas vacation in order to enjoy a skiing trip in the Alps! Ultimately, the writer was able to persuade many of the students not to go, despite the fact that about ten, including the aforesaid leader, went anyway, in open defiance of the directive.[6]

---

[5]The most salient example was the collective bargaining sessions involving representatives of the Student Council, Dansk Vanderlaug, and the Pro Pace Hostel.

[6]Fortunately, the faculty was very supportive in this particular instance of enforcing attendance.

In another instance, without the knowledge or approval of the Resident Director, a small group of students were encouraged to "develop a course in Human Relations." It was eventually discovered that considerable correspondence had occurred between the students and individuals at St. Cloud State. Fortunately, as it gradually developed, none of the proposed Human Relations credits were immediate, nor did they involve the then current F.T.E. ratio.

Finally, by Spring Quarter, two unfortunate incidents of "streaking" occurred while classes were being held at the Sports Center. Since such actions were very offensive to the Danes, the writer brought up the matter to the Student Council and Staff, but initially received very little backing for a strict policy against this offensive practice. It was only after advisement from the Danish Community Consultant that the "entire group was in jeopardy of going home" that the Council came out with a strong statement supporting the Resident Director.

Recommendation: Develop a simple constitution or general set of guidelines for the leadership element of the Student Council, or the very concept of "leadership" may be in doubt. Students have a very strong tendancy to support their peers without fully understanding the full ramifications of the decision-making process or the responsibilities entailed in a particular elective office.

The Study Center was linked to many groups in the Danish Community and these cooperative ties are described in the next section.

B. Liaison: The Mayor; Danish Community Consultant; and Dansk Vanderlaug.

The Mayor

It was only after arriving at Fredericia that the author learned of "built-in" problems which were to challenge the Center.

During the numerous meetings with the Mayor, it was learned that his office had expected a total of 80 students instead of the 111 that had arrived. Since he had agreed to find foster homes for the students, the additional students became a considerable source of frustration for him. When this circumstance was coupled with the fact that it was a national and local election year in Denmark, it meant that the Mayor could not be reached at critical times, especially when his subordinates did not have the power nor the understanding to cope with the situation. For example, until well into

the month of December, the Center had to guard against being drawn into the political arena because many citizens were unhappy regarding the Mayor's handling of details concerning the Americans in Fredericia.[7]

However, with the passage of time, the influence of the Mayor's office was tremendous, because he, personally, was highly supportive of the Study Center and its general policies. It was directly through his efforts that vital contacts were maintained, and he eventually arranged many social functions for the center.

Recommendation: In the future, while it is wholly necessary and desirable to maintain a relationship with a political office, retain the process of internal decision making regarding student welfare.

The Danish Community Consultant

It is the Resident Director's opinion that this individual was the key community person in the governing structure of the Center. Indeed, he was the crucial variable to all successful aspects of the program.

Not only did he possess an excellent command of the English language, but he was extremely sincere in his desire to help "all of his American friends in Fredericia."[8] Hence, it was he who arranged for the placement of those students who had been assured of living with Danish families, and thus greatly improving the morale of students living at the Pro Pace. It was he who arranged for paraprofessional experiences of students involved in community experiences. It was he who provided sage advice to the Council, faculty, and this writer in all aspects of the Danish living experience.

---

[7]One prime area of misunderstanding was the nature of arrangements for faculty housing. There seemed to be a considerable discrepancy between available housing and the rents asked.

[8]The consultant, Mr. Poul Jorgensen, had been to America 33 times, and was recently the past president of the International Y.M.C.A.

Recommendation: Wherever the program is located in the future, careful consideration should be given about contacting an outstanding community leader for volunteer work in providing assistance for the successful operation of the program.

Dansk Vanderlaug

Throughout the academic year, this Danish Organization was paid by the College to coordinate and support all activities at the Pro Pace Hostel and various aspects of the community. Unfortunately, it was the Resident Director's experience that in many cases, and, at times, quite inadvertently, this agency actually hindered rather than helped because they simply failed to follow through on important details. Sheer distance may have been an important factor, because, in terms of time, it took approximately six hours to make the journey from Copenhagen to Fredericia.[9]

For example, it was extremely difficult to match schedules with the teacher of Danish and the students. In another case, the first instructor of Danish--an excellent teacher--found it very difficult to establish rapport with his class in Danish. In neither of the above cases was Dansk Vanderlaug helpful in resolving the difficulty.

In yet another example, it was impossible to move one girl (who occupied a room by herself at the Pro Pace) because Dansk Vanderlaug felt funds to pay for payment to a Danish family should emanate from the College.

As previously mentioned, and it was the crux of the problem, the philosophy of being of service to the Study Center was distorted or changed to the Study Center being of service to Dansk Vanderlaug!

---

[9]By February, after major negotiations with the company and its manager of the Hostel, communications and conditions improved because the representative from Dansk Vanderlaug made a weekly trip to meet with various committees, the Danish Community Consultant, and this writer.

Recommendation: Rather than engaging the services of this organization, rely on the free services of the local tourist bureau, which is also quasi-official in nature, with direct access to the Mayor's office.

Ad Hoc Committees

In addition to the regular functioning committees at the Center, other committees became necessary to cope with problems at the Center. Since no screening of students was done prior to leaving for Denmark, there were several students with deep emotional problems.

For example, during the very first week of operation, two students deliberately defied the local Danish authorities' request to turn in their visas and passports for purposes of registration, and left Denmark to travel to other countries.

Consequently, a committee of two professors and the writer informed the aforesaid students that they would be placed on probation, although, in the case of one of these students, it was never clear whether he was enrolled in any class for any length of time. It soon became apparent that this decision was not popular with many of the students who saw a threat to their freedom in any kind of authority.

Another useful committee was one organized by the professor who was going on a tour, involving students from a particular class. This committee performed an extremely valuable service by making inquiries about travel arrangements, the collecting of money, and helping in the evaluation of the tour. For example, the major tours to Holland, Germany, Russia, and England were handled in this manner.

Finally, a vital committee concerned itself with matters of research. This committee of five helped plan the questionnaire for the appraisal of

external objectives, they made arrangements for the two major seminars on community experiences, they helped the Community Consultant make paraprofessional contacts in the community, and they helped to evaluate all aspects of the seminars held at the Sports Center.[10]

In Part III, the reader will find various methods that were utilized to appraise the external objectives of the program.

---

[10]It was immensely gratifying for this writer to observe the great desire of the majority of students to make the Study Center operation a success. In addition to the small force of students who were paid for their services helping professors etc., there were many students who gave countless hours of their time in order to make things work, and the Director is deeply appreciative and proud of them for their cooperative efforts.

Part III

Methods of Comparative Appraisal

A. Statistical Analyses: Analysis of Means

Some Basic Assumptions

The fundamental assumption underlying the creation of nine external objectives was that the Denmark experience entailed something more than an ordinary college program. Indeed, if careful planning of objectives had been done prior to visitations from Fredericia to other parts of Europe, the apparent dichotomy between "travel" and "learning" or "education" is false and misleading.

In respect to these analyses, the ex-post-facto design is utilized, because it looks from the past to the present, selecting and using information that has already been collected in Denmark.

There were 79 students of the 105 available students (or 75 percent) who participated in the post-test situation of responding to the nine item questionnaire. In addition to the analysis of the latter, a content analysis of unstructured themes, emanating from two seminars, is also provided.

Hypotheses relevant to the study may be stated as follows:

Parametric

1. Research: H_1
   That such student characteristics as age, sex, class standing, grade point average, and community experiences will produce a difference on the nine external objectives.

   Working: H_{w1}
   That analysis of student characteristics will produce a difference in the nine external objectives.

   Null: H_{o1}
   That there is no significant difference between student's characteristics and the nine external objectives.

2. Research: H_2
   That the total score responses of the nine external objectives will produce a difference on a standardized scale.

   Working: H_{w2}
   That analysis of the total score responses of the nine external objectives will produce a difference on a standardized scale.

Null: H_{o2}
That there is no significant difference between the total score responses and the value of 5.00 (i.e., average score) on a stanine scale.

Non-Parametric

3. Research: H_3
That the thematic responses (from Seminar II) of the nine external objectives will produce a difference in yield among the categories for analysis.

Working: H_{w3}
That analysis of the thematic responses will produce a difference in the yield among the categories.

Null: H_{o3}
That there is no significant difference in the proportionate yields among the categories analyzed.

Student Characteristics

An analysis of student characteristics revealed the following distribution information as shown in Tables 1 to 5 :

Table 1

Distribution for Age:

Mean	21.127 Years Old
Mode	21.000 Years Old
Median	20.800 Years Old
Minimum	19.000 Years Old
Maximum	27.000 Years Old
Range	8.000 Years

Table 2

Various Frequencies for Age:

Age	Absolute Frequency	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
19	12	15.2	15.2
20	20	25.3	40.5
21	25	31.6	72.2
22	10	12.7	84.8
23	4	5.1	89.9
24	2	2.5	92.4
25	2	2.5	94.9
26	2	2.5	97.5
27	2	2.5	100.0
	N=79	100.0	100.0

Table 3

Distribution for Sex:

	Number	Percent
Male	38	48.0
Female	41	52.0
	79	100.0

Table 4

Distribution for Class Standing

	Number	Percent
Freshman	1	.01
Sophomore	24	.30
Junior	26	.33
Senior	28	.36
	79	100.00

Table 5

Distribution for Grade Point Average

	Number	Percent
GPA of 2.00 - 2.99	39	.49
GPA of 3.00 - 3.99	40	.51
	79	100.00

Table 6

Distribution for those taking
Community (Education 103) Experiences:

	Number	Percent
Yes	43	.54
No	36	.46
	79	100.00

Interpretation: It may be noted from the above:

1. That the mean age for this group was 21.1 years old.
2. That the greatest frequency (or mode) occurred at age 21.0 years old.
3. That the distribution between male and female students was fairly equal.
4. That except for one freshman, the porportions of students in other class standings were almost equal.

5. That the proportions between the two divisions established for grade point average were nearly equal.

6. That those students taking community experiences only slightly exceed those who did not.

Development and Use of the Questionaire for Appraising the Nine External Objectives.

The Ad Hoc Committee on Evaluation spent considerable time and effort on the assessment of external objectives.[11]

Among the nine objectives listed in Part I, some were considered more important than others by the committee. Accordingly, weights were assigned to each of the nine external objectives as shown in Table 7 . It will be noted that objectives 3, 4, 7, and 8 were assigned the greatest weights because they involved the central themes of the Study Center at Fredericia.

The analysis of responses for the students who participated in taking this questionnaire is provided below.

Table 7

Criteria of Weights for the Response System

Question	Responses			
	1 Very Much	2 Some	3 Very Little	4 None
1	.75	.50	.25	.00
2	.75	.50	.25	.00
3	1.00	.75	.25	.00
4	1.50	1.00	.50	.00
5	.75	.50	.25	.00
6	.75	.50	.25	.00
7	1.00	.75	.25	.00
8	1.00	.75	.25	.00
9*	.00	.25	.50	.75
10	.75	.50	.25	.00

* Inverted score, because in this case, number 4 is the best response. Column 1, when added to the latter, equals stanine 9.

[11] The author thanks the following students who participated in all aspects, from inception to completion, of the evaluational phases: Jean Sayles, Bill Bohmer, Ann Crowell, Brian Bensen, Boey Monroe, and Karen Sperl. The latter three students also provided able assistance in the construction of the evaluation instruments.

Analysis of Responses to Nine External Objectives

The questionnaire, verbation, is presented in Table 8 . Responses for each question listed are also indicated.

Interpretation: It may be noted from the various Tables:

1. That the mean stanine score for all students was 5.69, with a maximum of 8.25 and a minimum of 1.25 (see Table 9 , Group Data Statistics for the Nine External Objectives).

2. That the full range (of 7.00) of stanine scores for 79 students is given (see Table 10, Total Stanine Scores).

3. That a profile provides another view of the scores on intervals of "Very Much" to "None". Here, it may be observed that Questions 1, 8 (weighted), and 10 fall within the "Very Much" category while only 4 (weighted) is just within the "Very Little" category (see Table 11, Profile Analysis, etc.)

4. That of the 79 students who responded, 62 or 78.50 percent scored between stanines 5.25 and 8.25, which is significantly better than average (i.e., stanine 5.00). For example, utilizing a single classification table, Chi Square at .05 for 1 df. = 3.84. Since the "goodness of fit" between the observed and theoretical values equaled 25.63 and exceeds $X^2.05 = 3.84$, the 62 students who scored better than stanine 5.25 constitute a significant majority when X=.05 or when $X^2.05 = 3.84$. (See Figure 3 , a distribution curve of stanine values and Table 12, a Chi Square Analysis)

5. That the majority of students who responded favorably to the nine external objectives was successful in important aspects of the Denmark Study Center.

6. That some of the questions (or objectives) showed various degrees of relatedness, although most of the questions were surprisingly independent of each other. For example, Question one was significantly related to Questions two and three, and inversely related to Question nine. In other words, there was some correlation between the ideas of appreciation of the Danish Way of Life, and with the awareness of the interaction process--both in human relations and community occupations. On the other hand, as the inverse relationship between responses to Questions one and nine indicate, cultural barriers in communications were still a formidable problem after remaining in Denmark for nine months. Hence, one may infer that the less the cultural barrier, the greater the appreciation of the Danish Way of Life.

Question two is significantly related to Questions five and eight. Awareness of the process of interaction in human relations is correlated with

the idea of growth in first-hand experiences within the community of Fredericia, and apparently the quantity and quality of these experiences increased within the aforesaid time span.

Question five is significantly related to Question nine. Here, again, the idea of growth is inversely related to the cultural barrier of communications, and, thus, the greater the barrier, the less the growth.

Question eight is significantly related to Question ten. It is interesting to note that both of these questions were among the Three that fell within the interval of "Very Much". (See the Profile Analysis in Table 11). There is relatedness, then, between first-hand experiences and the educative process being personal, continuous, and dynamic.

Question nine is significantly related to Question ten. The inverse correlation suggests that the greater the cultural barrier, the less the educative process in terms of personal, continuous, and dynamic attributes. (For a complete set of values illustrating the degrees of relatedness among the ten questions, see the Intercorrelation Matrix in Table 13.)

Treated in another manner, the students' characteristics in relationship to the above nine external objectives is considered in the next section.

Table 8

The Questionnaire Used to Appraise the Nine External Objectives
(In Percent)

(Tallies are Bracketed)	N = 79			
	Very Much	Some	Very Little	None
1. Through your Danish experience, could you please state the level of appreciation for the Danish Way of Life that you have acquired.	.54 (43)	.43 (34)	.03 (2)	

2. Through this Danish experience, would you state the amount of awareness that you have obtained concerning the process of interaction in the field of human relations.	.30 (24)	.48 (38)	.20 (16)	.01 (1)
3.* How much more aware of the community occupations available in cities such as Fredericia are you now as compared to when we arrived?	.18 (14)	.29 (22)	.49 (39)	.05 (4)
4.* If you take into consideration your recent Danish experiences, please rate your ability to function as a paraprofessional in your selected field of interest.	.11 (8)	.18 (14)	.57 (43)	.14 (11)
5. Please rate yourself now, in contrast to when we first arrived, as to your ability to relate and interact in a community such as Fredericia.	.27 (21)	.56 (44)	.17 (14)	0 (0)
6. Due to the situation of our studying in Denmark, it has been necessary for this program to perform as a team. In your opinion, to what extent has this been true?	.16 (13)	.65 (52)	.18 (11)	.01 (1)
7.* Please state the extent to which this program has influenced your awareness of self-direction and the decision-making process in problem solving.	.67 (52)	.31 (24)	.02 (2)	
8.* Because of our Danish experience, we have been able to learn first hand of the cultural barriers and problems that arise in International Studies. On the scale below, would you state the amount of awareness that you have in these matters now?	.67 (52)	.30 (24)	.03 (2)	
9. Please rate yourself at present in your ability to get around cultural barriers and still have understandable communications.	.06 (5)	.42 (33)	.44 (34)	.08 (6)
10. Do you feel that education as we have experienced it in the Study Center and elsewhere in Europe should be personal, continuous, and dynamic?	.64 (50)	.31 (24)	.04 (3)	.01 (1)

* Weighted Questions, because these were deemed by the Seminar Evaluation Committee and the Danish Community Consultant to be the most important.

Table 9

Group Data Statistics for Students' Responses to Nine External Objectives
N = 79 (Total Scores)

Mean	5.687
Variance	1.807
Standard Deviation	1.344
Median	5.766
Mode	5.250
Range	7.000
Maximum	8.250
Minimum	1.250
Standard Error	.151
Kurtosis	1.667

Table 10

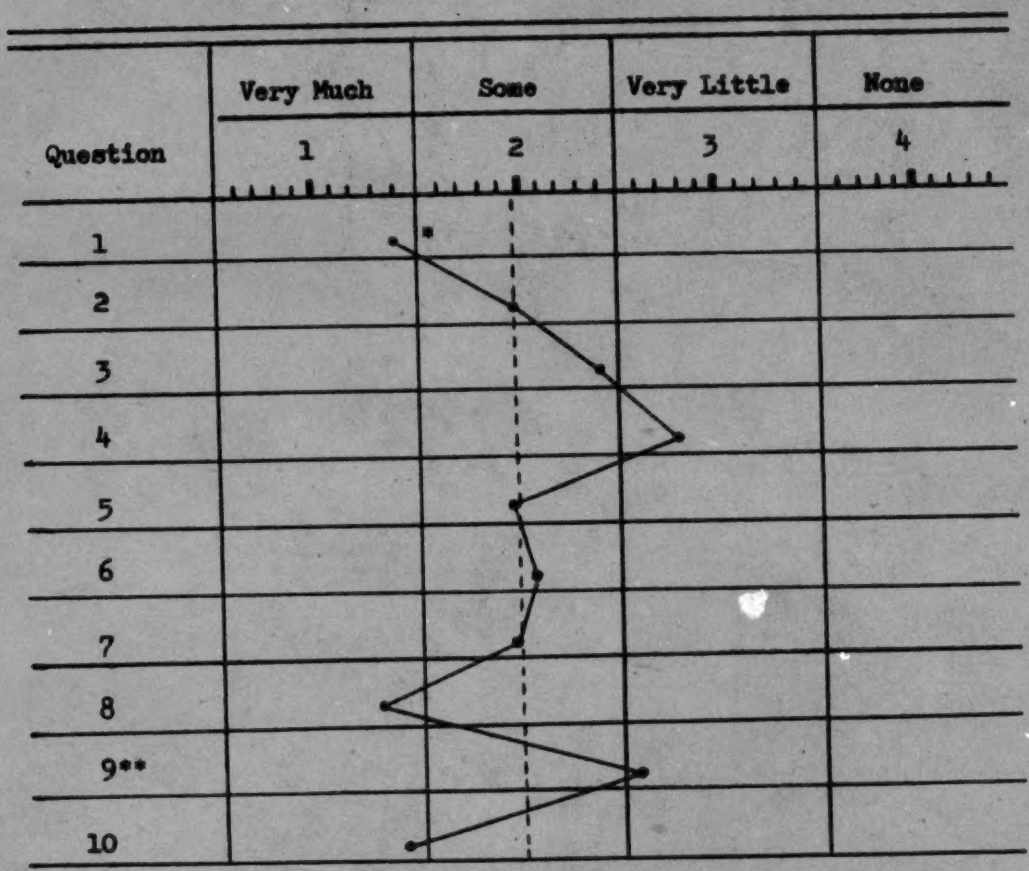
Total Stanine Scores for Responses to Nine External Objectives

Stanine Value	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adj. Freq. (Percent)
1.25	1	1.3	1.3
2.25	2	2.5	3.8
2.50	3	3.8	7.6
3.00	1	1.3	8.9
4.00	1	1.3	10.1
4.50	1	1.3	11.4
4.75	1	1.3	12.7
5.00	7	8.9	21.5
5.25	10	12.7	34.2
5.50	8	10.1	44.3
5.75	8	10.1	54.4
6.00	5	6.3	60.8
6.25	6	7.6	68.4
6.50	4	5.1	73.4
6.75	9	11.4	84.8
7.00	4	5.1	89.9
7.25	4	5.1	94.9
7.50	2	2.5	97.5
7.75	1	1.3	98.7
8.25	1	1.3	100.0
TOTAL:	79		

Table 11

Profile Analysis of Students' Responses to Nine External Objectives

(The Average Response is the Dotted Line)



* Mean scores for the various intervals with standard deviations in the right margin.

** Inverted score; number 4 is the best response.

Figure 3

Analysis of Responses to the Nine
External Objectives Via a Stanine Scale
(The Shaded Portion Indicates the Area of Significance, 5.25 to 8.25)
N = 79

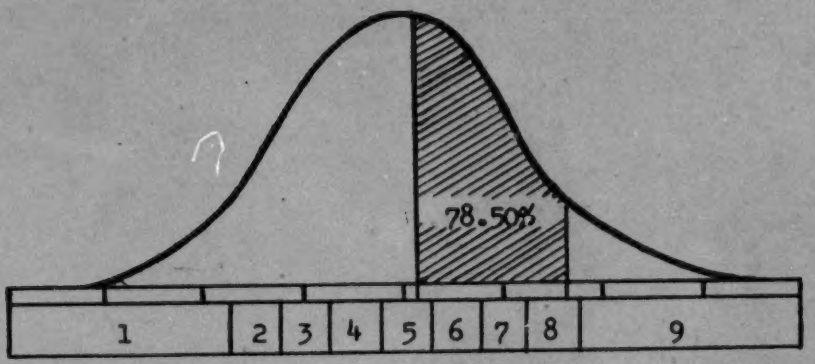


Table 12

Chi Square Analysis of Stanine Scores
Above 5.25 Contrasted to Those Below 5.25

Contrast	Observed	Theoretical
Above Stanine 5.25	62	39.5
Below Stanine 5.25	17	39.5
TOTAL	79	79.0

Solution

$$X^2 = (62 - 39.50)^2 + (17 - 39.50)^2$$

$$= \frac{506.25}{39.50} + \frac{506.25}{39.50}$$

$$= 25.63$$

The tabular value for $X^2_{.05} = 3.84$. Since $25.63 X^2.05 > 3.84$, reject Ho and conclude that there is a significant difference between the values above and below stanine 5.25.

Table 13

Intercorrelation Matrix for Students' Responses to Nine External Objectives (S = Statistical Significance)

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10
1.000 S=.001	.2765 S=.014	.2522 S=.025	.1803 S=.119	.1879 S=.097	.0000 S=1.000	.0192 S=.868	.1039 S=.365	-.2235 S=.049	.0342 S=.766
Question 2 .2765 S=.014	1.000 S=.001	.2958 S=.008	.0371 S=.751	.2964 S=.008	.0573 S=.621	.0269 S=.816	.3285 S=.003	-.1376 S=.230	.0146 S=.899
Question 3 .2522 S=.025	.2958 S=.008	1.000 S=.001	.0238 S=.838	-.0936 S=.412	-.1560 S=.176	-.0151 S=.896	.1403 S=.220	.0453 S=.694	.0644 S=.576
Question 4 .1803 S=.119	.0371 S=.751	.0238 S=.838	1.000 S=.001	.1201 S=.301	.1798 S=.125	.0760 S=.520	-.0348 S=.767	-.0894 S=.446	.0971 S=.407
Question 5 .1879 S=.097	.2964 S=.008	-.0936 S=.412	.1201 S=.301	1.000 S=.001	.1313 S=.255	.1616 S=.155	.1805 S=.114	-.3181 S=.005	.1366 S=.233
Question 6 .0000 S=1.000	.0573 S=.621	-.1560 S=.176	.1798 S=.125	.1313 S=.255	1.000 S=.001	.1455 S=.210	.0000 S=1.000	-.1178 S=.308	.0000 S=1.000
Question 7 .0192 S=.868	.0269 S=.816	-.0151 S=.896	.0760 S=.520	.1636 S=.155	.1455 S=.210	1.000 S=.001	.1390 S=.228	-.1643 S=.153	.1881 S=.101
Question 8 .1039 S=.365	.3285 S=.003	.1403 S=.220	-.0348 S=.767	.1805 S=.114	.0000 S=1.000	.1390 S=.228	1.000 S=.001	-.0238 S=.836	.2358 S=.038
Question 9 -.2235 S=.049	-.1376 S=.230	.0453 S=.694	-.0894 S=.446	-.3181 S=.005	-.1178 S=.308	-.1643 S=.153	-.0238 S=.836	1.0000 S=.001	-.2970 S=.008
Question 10 .0342 S=.766	.0146 S=.899	.0644 S=.576	.0971 S=.407	.1366 S=.233	.0000 S=1.000	.1881 S=.101	.2358 S=.038	.2970 S=.008	1.000 S=.001

B. Statistical Analysis: Multivariate Analysis of Variance

The various student characteristics considered for analysis involved age, class standing, sex, G.P.A., and community experiences. In terms of levels of interaction, the design for analysis was a 3x4x2x3x2, with the possibility of first to fourth order interactions as well as main effects. Of course, with this magnitude of interactions, there occurred many "empty cells", because the population of 79 did not reflect all of the possible interactions.

Interpretation

After extensive analysis and inspection of the data, the following is evident.

1. That there were no significant differences among the various student characteristics. This fact indicates a surprising homogeneity among the 79 students sampled.

2. That a further cross-check of the main effects (i.e., age, sex, etc.) via multiple T tests revealed only one significant difference. It was between the class standing of juniors and seniors, and the two-tailed probability of .051 favored the senior who had a mean stanine score of 6.12 (versus 5.40 for the junior). However, in view of a total of eleven T tests, this difference could be spurious.

3. That in view of the latter findings, it would be extremely difficult to impose screening restrictions for the selection of students for international studies on the basis of sex, age, class standing, or grade-point average.

The remaining section of this appraisal deals with the non-parametric themes related to the nine external objectives and these themes are considered next.

C. Content Analysis of Unstructered Themes: Seminars in Community Experiences

Seminar I: The Analysis of Oral Responses

During the Spring Quarter, students were given the opportunity, if they

so elected, to contribute their services to many business and social agencies of the Fredericia community.

As mentioned earlier, the course, Education 103, served as the catalytic agent or focal point to bring together various members of the community, approximately 55 students, 4 professors, the Danish Community Consultant, and the author.

In two rather informal settings, one initial and the other final, the above individuals met at the Study Center in order to appraise community experiences, especially in terms of the external objectives.[12] For example, officials from the hospital, the tourist agency, the bank, the schools, and other small business firms attended.

Data and appropriate analyses for both seminars are presented below.

Seminar I: The Analysis of Oral Responses.

This summary was taken from the group discussion notes of the first seminar. The content of these discussions was "broken down" in terms of the objectives set forth for this class (i.e., Education 103), and contains mostly personal perspectives of work experiences. Therefore, various responses and interpretations follow the stating of each objective:[13]

I. Appreciation of the Danish way of life:
Interpretation:
- Found out Danish businesses tend to show more concern for the individual than in the U.S.
- It was found, that as a whole the Danish people are helpful and friendly to students coming to work and observe in their businesses.
- It was stated that this work experience opportunity gives an opportunity to know and appreciate Danish ways of life, by experiencing more contact.

---

[12] These two all-day seminars at the local sports center received considerable publicity in the local press and were extremely popular with the Danes.

[13] The responses given by the students, citizens, or professors are presented here verbatim as they are later for Seminar II.

II. Awareness of the interaction process in the field of Human Relations.
Interpretation:
-That this experience helped to make more Danes aware of us, and see that we have much the same feelings as their own youth.
-It was stated, that by our own expressed interests in the Danes, we are helping, at least to some extent in the areas of Human Relations.
-This experience also gives us a chance to see Danes interact, to say nothing of the interaction that takes place when working with fellow workers in close contact.

III. Awareness of the various occupations available in Fredericia.
Interpretation:
-We became aware of the different occupations, not just an external idea, but from the inside looking out.
-This experience also gave an opportunity to observe specialization and technology at its best, and to note good and bad comparisons between the U.S. and Denmark.

IV. The ability to function as a paraprofessional in a chosen field.
Interpretation:
-Makes one realize that learning through experience is a necessary part of education and that it should be done more often.
-Lets you know the different fields of occupation that exist not only in Denmark but also in the United States, and gives you the opportunity to work in one of those areas.

V. The ability to relate and interact with the community.
Interpretation:
-This experience has made it possible to meet with more Danes.
-It was stated that our presence in the community, and being involved in a large spectrum of the community has opened a lot of Danish persons' minds to America and Americans.
-By showing the community that we are interested in them, we've helped some Danes to be more aware of the Americans present in Fredericia.

VI. The ability of a center, college, or institution to function as a team involving students, faculty, and the community at large.
Interpretation:
-That it is possible to function as a team because learning through experiencing, observing, and relating to the community is important.
-This type of education is just as good if not better than classroom learning, because it combines theory with experience (i.e., "True to Life").
-We must also realize that the community has so much to offer, that one cannot pass this type of education by.

VII. Awareness of self-direction and the decision-making process in problem solving situations.
Interpretation:
-As one person stated, "For the first time in our lives, we have communication barriers, and we learn more of ourselves by making efforts on our part to take the initiative to solve these problems."
-We have to share, to show ourselves, and prove ourselves.

VIII. Awareness of the cultural barriers and problems that exist in international studies, and the ability to solve these problems, associated with communications.

Interpretation:

- This experience has made us aware of how important it is to know the language, and that languages other than our own should be studied.
- We also found that we could remove some of the barriers, simply by our working, and showing the Danes what we are really like.
- That the simplest ways to beat these communication problems would be along the lines of required foreign language, in both high schools and colleges and universities.

IX. Awareness that education must be continuous, personal, and dynamic.

Interpretation:

- It was discussed that these objectives fit the program just as they fit Ed 103, simply because we are learning through practical experience in a number of different areas.
- It was also stated that they had received more out of this experience than they could have received from books.
- That education must always involve practical experience.

Seminar II: The Analysis of Written Responses

On May 16th, 1974, shortly before departing for the United States, a final evaluational seminar was held regarding community experiences. Therefore, the following summary, based on written responses turned in by participants in Education 103, related to the achievement of performance-based external objectives.

Via content analysis of these unstructered responses, the yield of similar responses for the particular theme is indicated in parentheses (See Table 14).

Table 14

The Written Responses From Seminar II

1. The students felt it was an enjoyable experience, not only work. (8)

2. The students felt that it pulled us closer to the Danes. (5)

   2.1 Met a lot of new friends (3)
   2.2 Got involved in the community (2)

3. The students felt that it was rewarding. (17)

    3.1 To the students (11)
    3.2 To the employer (6)

4. The students felt that it was good for intellectual communication. (5)

5. The students felt that it helped in their awareness of future plans. (6)

6. The students felt that they learned better the concepts of their job than from books. (18)

    6.1 Very educational (8)
    6.2 Opened their eyes to Danish ways of business (10)

7. The students felt that the Danes were exceptionally good to them. (5)

8. The students felt that there was a communication barrier. (9)

9. The students felt that the time of work should be lengthened. (4)

10. The students felt that they would like to see this type of program integrated in classes at St. Cloud. (8)

11. The students felt that this experience was very valuable to them. (10)

Interpretation

It is quite apparent from the written responses that the Denmark Study phase of Community Experiences reveal at least two dominant themes:

1. That the students and "employers" felt that it was rewarding (see Theme #3).

2. That there is a greater "job" or career awareness gained from the actual experiences than from other means, especially in terms of the Danish "way of business" (See Theme #6).

However, in order to test the significance of the aforesaid themes and other categorical yields, the following Chi Square single classification analysis of these responses is employed as shown in Table 15.

One may note from an inspection of values in Table 15 that the greatest yields come from categories 3 and 6. Therefore, in terms of "goodness of fit", both values (i.e., 8.36 and 9.36) are positive integers and the observed greatly exceeds the theoretical frequencies. Moreover, they account for over 66 percent of the Chi Square value of 26.45, which is significant at the 5 percent level.

Table 15

Single Classification Analysis for Written Responses
(Chi Square)

Descriptive Category	Specified Ratio of 1/11 x 11	Frequencies Observed	Frequencies Theoretical	fi-Fi	$(fi-Fi)^2/Fi$ X^2 Value
1	.0909	8	8.64	- .64	.047
2	.0909	5	8.64	-3.64	1.534
3	.0909	17	8.64	+8.36	8.089
4	.0909	5	8.64	-3.64	1.534
5	.0909	6	8.64	-2.64	.807
6	.0909	18	8.64	+9.36	10.140
7	.0909	5	8.64	-3.64	1.534
8	.0909	9	8.64	+ .36	.015
9	.0909	4	8.64	-4.64	2.492
10	.0909	8	8.64	- .64	.047
11	.0909	10	8.64	1.36	.214
TOTAL	11.0000	95	95.04		26.453

Interpretation
11 - 1 = 10df.
$X^2.05$ for 10df. = 18.31

Since the above tabular value of 26.45 is greater than 18.31, reject the H_o and conclude that there is a significant difference in the yields of written responses.

In the final section, an evalutional decision is made regarding the attainment of objectives.

D. Evaluation Decision: Attainment of Internal and External Objectives: Persons, Products, and Processes.

At this junction of comparative appraisal, it might prove helpful to provide definitions for key concepts and the methodology employed in the evaluational decision.

First, as understood in the Denmark Study Center and whether internal or external objectives, "persons" are all those students, who were actively involved in the academic program.

Second, "products" are all those papers, examinations, interviews, or other purely tangible objects required of students by professors in the academic setting at Fredericia.

Third, "processes" are all those activities that were employed by the center for the achievement of objectives.

Finally, the methodology employed to determine the attainment of external objectives is as follows:

1. If one can reject the Null Hypotheses that were recast from working hypotheses, then one will accept the latter.
2. If one can accept the working hypothesis, then one will accept the General Research Hypothesis.

It will also be remembered that, as stated in Part I (See P. 2) the more covert, academic objectives were never specified in advance, but emanated from departments or professors of the four contributing schools. Nevertheless, as a means of evaluating these internal objectives, the prototype illustrated below typifies the experiences of a given discipline.

The Attainment of Internal Objectives: A Prototype[14]

Even though there were limited library resources which severely handicapped all disciplines, sufficient quantities of materials were brought personally by professors on the plane, or were shipped prior to the particular quarter when the professor taught his/her particular subjects.[15] Hence, it was possible for the staff to overcome some of the limitations imposed by a foreign language.

The particular courses taught in the prototype which is described here were:

1. Business and Society.
2. Principles of Management.
3. Business in a world Environment.[16]

An evaluation of the cognitive or affective skills inherent in the above courses was presented as follows:[17]

> That the amount of time spent with students was a crucial factor.
> Item 1.1.:
> It was stated that "professors were available to the students for seven days a week. In this regard, I recall discussing a project with students from 9 to 9:30 P.M. the other night. Last night, I discussed keeping books for the Student Activity Fund and "Management Major" in the School of Business with a student from 7 to 10:15 P.M. These are not typical events. This is normal. It's no picnic over here; there is a great deal of faculty-student contact. The students want to talk about their courses as well as many other things. It's a 100% teaching-counseling-talking job for the faculty. There is no place to hide--no office--no libraries--no place to go. You are with the students all the time except when you are in your own home."

---

[14] For a complete assessment of this area, see Appendix A5, the analysis provided by Dr. Alfred A. Pabst, Department of Management and Finance, School of Business.

[15] It is interesting to note that over 2000 pounds of library materials, paper or office supplies, audio-visual materials, and transformers were delivered to Fredericia by air or surface.

[16] Since each professor was required to teach a pre-specified course load of 12 credit hours, each course--with the exception of pre-arranged independent study--equalled four hours.

[17] All staff members were encouraged to submit evaluations of the program and these appear in Appendices A1 to A5 . However, many faculty members chose the route of presenting their written or oral opinions personally to the Director of International Studies or at the orientation meetings for students who would participate in the 1974-75 Denmark Study Center. In fact, the above Director took great pains to ensure that evaluational "feedback" would be incorporated into future programs.

2. That it is important to have "experienced faculty who know their subjects" and are able to relate theory with practice.
   Item 2.1.
   Learning can be enriched by travel or visitations to cities and businesses. It was stated that "in these visits the students can talk with businessmen and civic leaders to see how they do things in the European environment. This, in turn gives the students a better feel for what we do in America for by seeing what they do in Hamburg, Copenhagen, Fredericia, and Amsterdam, they see the difference.[18] They find that everyone does not do things the 'American Way'. We teach theory of business from text books and so many things are taken for granted with the remark, "Well, that's the way everyone does it." It really gives the students a better understanding of the good in the "American System" because they can see it, and they can see our systems advantage. For example, the flexibility and dynamics in the American system of business becomes apparent as compared to Europe.

Interpretation

While the above analysis is highly qualitative and non-metrical, one may generalize from this prototype that:

1. The internal academic objectives were realized--to a greater than a lessor degree--by all disciplines involved.

2. Flexibility, imagination, and cooperation are highly dasirable traits for achieving the internal objectives of an overseas program.

3. In her or his own unique way, each faculty member made a great sacrifice and strived to make the Denmark Study Center a success.

The final part of this comparative appraisal deals with the achievement of purely external goals.

The Attainment of External Objectives

There were three main hypotheses stated in relation to the nine external objectives. In turn, these were described in their logical order of sequence as research, working and null.

1. Relating to the Null Hypothesis #1 or H_{o1}: That there is no significant difference between students' characteristics and the nine external objectives.

---

[18] Herein is a prime example of the need for faculty unity in pre-planning the internal objectives. For example, the students who went on the trips to Hamburg, Leningrad, Moscow, and London were able to learn and appreciate the interlacing variables contained within the disciplines of the principles of management, industry, geography, English, history, education, and economics. Accordingly, these students were to later recall that these experiences were the highlights of their educational experiences while in Europe. Unfortunately, because of varying perceptions or needs, this high level of unity was seldom achieved by other faculty members in subsequent quarters.

Interpretation of H_{o1}

An analysis of MANOVA in respect to H_{o1} reveals that, because there were no differences, one accepts the hypothesis of no significant differences. Hence, one rejects both the working and research hypotheses which stated that student characteristics as age, sex, class standing, grade point average, and community experiences will produce a difference on the nine external objectives.

2. Relating to the Null Hypotheses #2 or H_{o2}: That there is no significant difference between the total score responses (i.e., on the inventory to assess the external objectives) and the value of 5.00 (i.e., average score) on a stanine scale.

Interpretation of H_{o2}

An analysis of Means and Chi Square in respect to H_{o2} reveals that, because there was a significant difference, one rejects the hypothesis of no difference. Thus, one accepts both the working and research hypothesis which stated that the total score responses of the nine external objectives will produce a difference on a standardized scale.

3. Relating to the Null Hypothesis #3 or H_{o3}: That there is no significant difference in the productive yields (i.e., of responses from Seminar II) among the categories analyzed.

Interpretation of H_{o3}

An analysis of Chi Square in respect to H_{o3} reveals that, because there was a significant difference, one rejects the hypothesis of no difference. Therefore, one accepts both the working and research hypothesis which stated that the thematic responses of the nine external objectives will produce a difference in yield among the categories for analysis.

In summary, from the quantitative analysis, one observes that two out of three of the research hypotheses were significant. It may be concluded, then, that the nine external objectives were achieved with "some" to "very much" success.

On the basis of this pioneering effort and the above research findings there are certain implications for both the continuing program in Europe and for the academic program at St. Cloud State College. These aspects are considered in the final section.

Part IV

Summary and Conclusions

This comprehensive appraisal of the Denmark Study Center brings forth many future implications for academia both here and abroad for St. Cloud State College.

In retrospective, the most salient gauge for appraising the success of the Center is the realization that of the original 111 students who left overseas, 106 students remained to complete their programs of work! Of course, as indicated earlier, there was a wide range of interest, success, and failure experienced by students in various aspects of the Center. Therefore, the following recommendations would seem appropriate:

1. That alternative programs be offered to students. For example, many students are not interested in a strict academic program while they are overseas. As one faculty member observed, "The tension between normal academic expectations and the student's conviction that travel experience in itself is equivalent or superior to the former became at times uncomfortable." Since it will be very difficult to justify the screening of students, the option between academic credits and travel experiences could be decided on a student contractual basis before arrival in Europe. Courses offered as independent study, could fit the framework or requirements of the various departments.

2. That an examination be made of the external objectives of the Denmark Study Center and a determination made of how many of these are applicable or are reflected in the general college curriculum. Moreover, it may be prudent to see how many of the objectives (deemed successful) could be incorporated into the general curriculum as innovative courses or practices. For example, incoming freshmen may find many features of community experiences applicable to their plans of work or to their future career goals.

3. That analyses of the three general research hypotheses reveal that two out of three were significant. In other words, one can conclude:
   - 3.1 That there is really no basis for using such characteristics as age, sex, class standing, and grade point average as a means of screening students for overseas programs. (see H1)
   - 3.2 That in view of the questionnaire given to a majority of students relating to various features of the Study Center, the students felt that the program was a success. (see H2)
   - 3.3 That the learning phase of community experiences involving two seminars was a successful way to organize some learning experiences. (see H3)

4. That in view of the internal objectives, an examination of a prototype program (see Appendix A-5) leaves one to conclude that, where evident, these were achieved with considerable success.

5. That from an administrative point of view, there should be more communication between the formulation or agreement of plans and the actual execution of those plans.

Finally, in view of the many positive aspects noted in this study, the Denmark experience is an excellent method of providing higher education for young adults. Hopefully, in the future, when other groups travel abroad, similar studies can be made, and then a comparative appraisal can be accomplished by utilizing these base-line data.

Appendix A.

Some Staff Members Evaluate the Denmark Experience

1. A Report by

Dr. Marcus C. Bruhn

REPORT ON THE DENMARK STUDY PROGRAM, 1973

Submitted by Dr. M. Bruhn
Department of Economics

1. The Program has been educationally sound. In my opinion, teaching has been at a professional level and standards maintained. Student performance would approximate that on the St. Cloud campus student interest, if anything, has probably been somewhat higher because (a) the more personal relationship between faculty and small student body; (b) the stimulating effects of travel and our life as an "American enclave" on the Continent. The total impact of the Program on student growth and maturity has made this Program a successful experiment which warrants its continuation at Fredericia or some other suitable place in Denmark or in Germany. The Program could run successfully on a one term basis and perhaps this point should be weighed. Faculty complement of five professors is good and provides balance of professional knowledge and personality types to make a "good team." Student morale has been good, considering types of problems we have had to face and which could not be entirely anticipated. Leadership and direction of Dr. Farrah has been no less than outstanding.

Respectfully submitted,

November 30, 1973 Dr. Marcus C. Bruhn

2. A Report by

Dr. John Carter

FROM: Dr. J. Carter

TO: Dr. G. Farrah

SUBJECT: Faculty Evaluation of Danish Study Program

I feel the program has been successful academically. The willingness of the faculty to cooperate and "bend" when necessary contributed to this success.

Personally I would hope, in the future, the housing situation would change, so that it would be more attractive to faculty considering coming to Denmark. I doubt if many of the faculty at S.C.S.C. would agree to come here under present housing conditions.

In the future I would hope to see the apparent lack of communication among faculty members overcome. I abhor meetings for meetings' sakes, but I think a weekly faculty meeting, which could be cancelled whenever superfluous, would solve this problem. Also, I feel a scheduled general meeting of faculty and students once a month or so would aid in keeping the program running smoothly.

3. A Report by

Dr. Philip Tideman

TO: George Farrah, Director
Danish Study Center
St. Cloud State College

FROM: Philip Tideman, Staff Member

SUBJECT: Fall, 1973 Staff Report

This report is written in advance of the scheduled staff conference and represents some of my own observations, independently arrived at.

Academic Concerns

1. There may have to be some screening done before acceptance into this program. In this process those few students who have no interest in the academic aspects of the program can be encouraged to seek other types of travel experiences.

2. I have felt that there have been somewhat too many special meetings called during class hours. Such meetings could perhaps be held before or after the regular hours. Or, it might be possible to leave the 12:00 noon period for lunch, special and regular meetings. In this way the frequent interruptions could be reduced.

3. Language instruction is falling short of student expectations. As a result, a number of students plan to discontinue their participation in this course.

4. Levels of absenteeism have been somewhat higher than expected. There is too often a tendency to turn two-day weekends into three-day ones and four-day weekends into five-day weekends. Perhaps a more definitive program--wide policy should be established here.

5. Some minor mechanical problems such as failure of electrical equipment have caused minor inconveniences in the classroom.

6. I have been very pleased with the assigned classrooms.

7. I have been pleased with the interest and academic performance of a large percentage of students in my classes even though few have had any background in my discipline.

Staff Concerns

1. I would strongly recommend that consideration be given to scheduling more frequent staff meetings. This should help overcome something of a "communication gap". By more frequent meetings accurate information could be obtained directly rather than through less direct channels. It may well be that such meetings will be deemed necessary when the staff members are more widely dispersed in terms of where they live. Perhaps fortnightly meetings would be frequent enough.

Student Concerns

1. There is an apparent need to improve lines of communication. A large number of students have indicated that they are not well enough informed. Perhaps more frequent all-center meetings could be held for information dissenovation, questions and general give-take. Students not in Pro Pace seem most affected here. The "open" noon hour again might serve here.

2. Improvement in communication would help to overcome misinformation about budgets, schedules, plans and similar items.

Final Report
Of the 1650 Danish Kroner at my disposal:

10.50 Danish Kroner were paid directly to the bus transportation company for two field trips to West Jutland. About 42 students were on trip #1 and 47 on trip #2.

139.64 Danish Kroner were paid directly to Soren Pedersen Foto A/S as a portion of the purchase price for the 35 minute projector. This piece of equipment is much used in the academic and social program of the Center. It sees considerable weekend and weeknight use by students in their contacts with families and community.

460.36 Danish Kroner (the remaining balance) has been transferred to the Director's account.

Final Comment

I commend you as Director for having taken a program brought with unknowns and "loose ends" and turning it into a viable and valuable academic and social experience for over 100 St. Cloud State College students. Congratulations on a job well done.

4. A Report by

Dr. John N. Phillips

PRELIMINARY EVALUATIVE STATEMENT

John N. Phillips

Inasmuch as this "Evaluation" is being written during the last few days of Spring Quarter, it necessarily constitutes a preliminary and incomplete set of judgments and impressions. One is simultaneously still excited by the European experiences, present and to come, and pressed close up to the daily pressures and problems. This, doubtless, limits one's perspective for the time being.

My overall feeling is one of great privilege and satisfaction for participating in this unique and daring experiment - St. Cloud State College in Denmark. There is no doubt whatever that all of the students feel that the program has been an overall success, despite difficulties which were at times severe.

The Academic Program.

I do not have enough data to make an informed judgment about the overall success of the attempt to provide a full year of normal academic work for St. Cloud students in Europe. Frankly, I have some doubt that we were able to do this, not because of any lack of strenuous efforts by my Spring Quarter colleagues and me, but because of the continually felt conflict between the normal academic expectations and requirements and the student's natural hunger for the exciting European travel opportunities. This is unquestionable my most serious problem, and I am not sure it can be resolved. Certainly, the quantity of student academic work was restricted by 1) the reduced number of class days, 2) excursions scheduled during the remaining class days, 3) numerous demands from individual students for excused absences for travel, 4) lack of a uniform policy among faculty throughout the year on required

attendance for the reduced number of class days. The tension between normal academic expectations and the student's conviction that travel experience in itself is equivalent or superior to the former became at times uncomfortable. The strongest evidence of the student's predicament is their practice of dropping or switching to "audit" when academic work was assigned as usual.

Perhaps the obviously educative value of the extensive and intensive travel experiences of students compensates totally for the above limitations. There is no way to establish this claim conclusively. Perhaps it will become apparent later in the student's lives. Another qualitative gain is the greater liveliness, participation, and non-apathy of students in the European setting.

Lack of quiet study space for students and daytime office space for faculty are too well-known to complain about further, but did hamper our academic achievements.

Program Management.

Although I was not in Denmark Fall Quarter and therefore cannot make judgments about the difficulties encountered then, I did observe the resolution of some of these difficulties at three celebratory events during Spring Quarter. Through the diplomatic skills of the Director, Dr. George Farrah, and Mr. Paul Jorgenson, various former frictions and conflicts were compensated for through public remarks by Danes and Americans in a strong show of unity and good will. These events included the mayor of Fredericia and other individuals who have cooperated with the program, as well as Danish "parents".

Clearly, several students gave of their time and energy far beyond the call of duty in various managerial and operational tasks.

Recommendations.

In future programs, some of the tension between travel and academic work might be reduced by providing options, for which students would contractually sign before arrival in Europe. These options could be spread over two or three degrees of proportion between academic credits wanted and travel experience.

If four academic credits could be earned through travel as such, this might drain off some of the uncomfortable pressures on the staff to make unjustifiable concessions within the regular courses.

John N. Phillips

May 14, 1974

5. A Case Study by

Dr. Alfred A. Pabst

DENMARK STUDY CENTER: A CASE STUDY OF INTER-CULTURAL EDUCATIONAL EXPERIENCE

by

Dr. Alfred A. Pabst

Department of Management/Finance

St. Cloud State College

INTRODUCTION 59
PURPOSE. 59
SCOPE. 59
THE DENMARK PROGRAM. 59
ADMINISTRATIVE ARRANGEMENTS. 68
ACADEMIC PROGRAM 81
BUSINESS COURSES 90
CONCLUSIONS. 102

INTRODUCTION

In the fall of 1973, St. Cloud State College launched a new and innovative college program. This program was the Denmark Study Program. The program consisted of a one academic quarter preparation phase at St. Cloud State College followed by a three academic quarter program in Fredericia, Denmark. There were many innovative features of this program. This paper will discuss the program with special emphasis on the innovative features. It is hoped that through this discussion, interest will be stimulated which will result in the creation of similar programs and that others may profit through the sharing of some thoughts concerning the successes and problems of the St. Cloud State College Denmark Study Program.

PURPOSE

The purpose of this paper is to report on some of the innovative methods of teaching college subjects. Specifically, this report will discuss those innovative methods employed by Professor Alfred A. Pabst, at the Denmark Study Center, St. Cloud State College, Fredericia, Denmark, during fall quarter 1973.

SCOPE

This paper will discuss in some detail the preparation for the Denmark Study Program, the students who participated and administration of the program. The management courses taught in Denmark will be discussed with particular emphasis on innovative teaching methods. Finally, some conclusions concerning the Denmark Study Program will be presented.

THE DENMARK PROGRAM

The St. Cloud State College Denmark Study Program was divided into two

phases: Preparation Phase at St. Cloud State College and Overseas phase in Fredericia, Denmark.

One of the cornerstones of the educational philosophy of the Minnesota State College System is that students will have the opportunity to participate in higher educational programs regardless of the income status of their parents. The variety of the educational experiences offered to students has increased dramatically in recent years. Travel programs, internships, workshops, and off-campus study programs are just a few of the new dimensions of colleges education currently being offered in Minnesota. A number of these programs have been designed to give students an understanding of the peoples of other nations who have been brought closer to Americans through modern means of transportation and communications. Many new programs have offered travel and study abroad. The overwhelming majority of these programs was expensive, language oriented programs involving the use of native professors from the host country. Thus, these programs appealed to only a small segment of the total college population. The St. Cloud State College Denmark Study Program was uniquely different from these programs.

The St. Cloud State College Denmark Study Program was designed to be a low cost inter-cultural experience for students of various academic levels and backgrounds. The goal was to present a program for approximately the same cost that the students incur attending the St. Cloud campus. To accomplish this challenging objective the program was developed upon the following basic principles: 1) lowest budget for every activity, including food, housing, transportation, faculty, and program; 2) location in other than a large city in such a form as to avoid creating an "American ghetto" and to create contact with the foreign community; 3) largest range of courses possible offered to students; 4) present courses offered at St. Cloud State College adapted to the

European environment; 5) use St. Cloud State College professors as staff and faculty.

The basic objective of the program was to provide an inter-cultural experience for the students. This was to be accomplished in two ways. First, the professors were encouraged to teach their courses in such a manner as to develop opportunities presented in the Denmark setting that would make the learning experience and inter-cultural experience as well as a means of accomplishing the traditional learning objectives used in teaching the courses at St. Cloud State College. The encouragement on the part of the Administration at St. Cloud State College as well as the Director of the Study Center took the forms of verbal instructions, support of each professor's courses with $300.00 with encouragement to use these funds to help carrying out the objective of providing an inter-cultural experience.

The second method for carrying out the objective of providing and inter-cultural experience was to develop the opportunities provided by the fact that the students were studying in Europe. This part of the objective was to be accomplished through structured and unstructured development of student contacts with the European environment. Structured contacts took a variety of forms: meetings with Danes, living with Danish families, meeting with Danish groups; trips; working in Danish institutions; and official visits to European institutions. The unstructured aspects were the everyday contacts that the students had in their day to day life and travels.

There was very little planning done prior to the arrival of the students in Denmark with regard to accomplishing either aspect of the objectives noted above except in the area of living with Danish families. The main thrust of the real efforts to provide an inter-cultural experience was left up to the Director of the Denmark Study Center and the professors who taught in the center.

Expenses

One of the purposes of the St. Cloud State College Denmark Study Program was to offer a significant international experience to students who in the past have not been able to participate in such a program either because of the high cost of the programs or because such programs, in the main, were language programs in a foreign setting. The following quote from Summer 1972 issue of International Educational and Cultural Exchange brings out this point:

> State colleges and universities now enroll 2 million students, about one fourth of those attending U.S. colleges today. The ratio will soon be one out of three. Many of these students are the first in their families to go to college. For these families of average, middle-class income, travel abroad is unusual. So, for these students, a year at International Study Center is a new and rare opportunity to live in a foreign culture.
>
> Another and better reason for these students to have the chance to study abroad is that state colleges and universities, many of which started as teachers colleges, train nearly 50 percent of the elementary and secondary school teachers of the nation. Thus, this group has a greater potential for a multiplier effect from their international experience than would, say, a student from Harvard Business School or a fledgling physist from the University of California. A sixth grade social science teacher who has spent a year living and studying abroad obviously can offer pupils a broader view of the world he has seen.

Since the philosophy of the program was to provide the opportunity to participate to as many students as possible, no stringent grade point average was required. Students who participated were required to have a 2.0 average. Also there was no restriction as to grade level of participants. The breakdown of costs was as follows:

	1973-1974
Room and board (9 months)	$1,200.00
Transportation (round trip)	240.00
Tuition (3 quarters)	360.00
Activity fee (3 quarters)	75.00
Health Insurance (9 months)	40.00

Miscellaneous Denmark Center Fee	60.00
Total	$1,975.00

The students were allowed to carry 60 pounds of personal baggage. The air transportation was arranged through Finn Air who provided a charter aircraft which was shared by the St. Cloud State College group and a University of Wisconsin group.

The Student Body

In response to the initial publicity concerning the program, about 325 students expressed an interest in participating in the new Denmark Study Program. This was a significant number considering the minimal amount of advanced publicity given to the program, the fact that Minnesotans are not "world travelers" by nature, and the uncertainty of international and national affairs at the time that the program was launched. Actually, 133 students were selected for the year abroad. They made a down payment of $30 - $90 and took the two credit Denmark Study Program Orientation Course in the spring of 1973. During the course of the summer, 22 of these students dropped out of the program. Attrition of greater than this magnitude had been anticipated. The program began with 111 students and five faculty members. This was 11 students over the planned number.

It is necessary to over-subscribe such a program, since once students drop out they cannot easily be replaced because of short-notice and difficulty of contacting replacement students during the summer and preparing them administratively (i.e., passports, shots, etc.). This aspect of the program was handled extremely well; the handling was based on experience of a similar program. The class breakdown was as follows:

Freshmen	17
Sophomores	35

Juniors	31
Seniors	21
Fifth year seniors	7
Total	111

A point of particular interest is that 47 of the 111 students would have left St. Cloud State College if they had not elected the Denmark Study Program. Included in these 47, were students who had finished Associate Arts degrees, those who had finished technical programs, regular 4 year graduates, those who had decided to drop out or those who had decided to transfer to another institution. The student body was about evenly divided between men and women. About 90 percent of the students were Minnesota residents.

There were a total of thirty-two different majors represented in the student body. A breakdown of the students by major program by schools are as follows:

Undecided	28
Education	13
Business	16
Industry	1
Liberal Arts	48
Fine Arts	5
	111

There were problems inherent in conducting a study center which had students who ranged from the freshman to 5th year senior level and who vary in age from about 18 to 26. Also, given the high percentage of students who would not have returned to St. Cloud State College for the variety of reasons given above, it is quite apparent that the students signed up for the program for widely divergent reasons. The program had to be designed to appeal to the student body. This was extremely difficult to do when only a small number

of courses could be offered. Independent studies, readings, courses, and other methods were used to expand offerings somewhat from the small number of courses that five faculty members can offer on a regular basis. The wider the variety of courses and programs, the better a diverse student body can be serviced. The students were cautioned that there would be compromises which they would have to make. For example, the student had to be prepared to take courses which would not contribute to his major program and thus he might incur an additional quarter or two of study in order to complete degree requirements. Consideration could have been given to having a more homogeneous student body than we had in St. Cloud State College Denmark Study Center. This would have enabled the professors to concentrate their courses on a given level instead of having to offer different level courses to insure that there were courses for all clientel being served.

There were advantages to having students with different majors and students who hadn't decided on a major in the program. The student body had diverse interests and therefore fit well into the community of Fredericia. This helped achieve, in part, the objective of having an inter-cultural experience. Also, with their diverse backgrounds, students had a wide range of experience to offer in classroom discussions. The wide range in ages of students did not cause any problems, internally. There was the potential for problems having eighteen year olds travelling around and living in Europe. Students are much more mature at nineteen, or better stated, maturity should be given some consideration in screening applicants. It is difficult to address, properly, the needs of handicapped students in a program like the Denmark Study Center. While it is the objective of the program to offer this experience to those who would not otherwise get an opportunity to participate in such a program, servicing the needs of a handicapped person can be impos-

sible or take an inordinate amount of time of the Director and his four professors.

Students feel less constrained as far as their conduct is concerned in a foreign environment. Thus, there is the potential for student weaknesses to develop into problems. This is particularly true in the such areas as use of drugs and alcohol. Drugs seem to be easier to acquire in certain parts of Europe; the students are less inhibited by their neighbors; the local authorities are reluctant to pursue and prosecute American students; and there are large ghettos of students and others, many of whom use drugs, in the cities of Europe. There are few places in Europe that restrict the use of beer or wine. Beer and wine in some European countries are considered as foods for most purposes, and therefore the native Europeans have grown up with them and perhaps develop a different and better understanding of the use of these "foods". At any rate, an American student with a weakness for alcohol can develop a very adverse form of "cultural shock" in Europe.

Perhaps the most difficult aspect of organizing the program from the student body perspective is that the students have widely divergent reasons for participating in the program. With regard to the St. Cloud State College program, one reason for enrolling which was held by practically all students was to travel in Europe. Only one of the students who participated in the program had been to Europe. Certainly, another reason held by most students for enrolling in this program was to earn college credits through study abroad. The basic idea of participating in an inter-cultural experience was a motivator for all the students. There were a few students for whom the opportunity to travel to specific countries such as the Soviet Union or Israel was the primary motivating force. Given these motivations, it would be highly desirable

to design the program to satisfy these motivations and at the same time accomplish the objectives of the St. Cloud State College. There was no attempt to find out the students' reasons for signing up for the program. The motives described above were deduced from student activity and conversations while in Denmark.

Location

It was extremely important in the development of an overseas study center to select the right city with a friendly environment which could be developed to provide the basis for truly inter-cultural experience. American professors could not develop this inter-cultural experience in the classroom. Through creative presentation of academic instruction, professors could contribute in this regard, but the main effort in attaining a truly inter-cultural experience had to come from other sources.

The St. Cloud State College solution to this problem was to locate the Denmark Study Center in a smaller community which was genuinely interested in developing such a center. The town of Fredericia, Denmark, population 40,000 satisfied our needs. Fredericia was an industrial town in a rural setting and was about the same size as St. Cloud.

Two meetings were held between Dr. Robert Frost, Director of Public Service Careers and Program Development, at St. Cloud State College and representatives of the Mayor of Fredericia. These representatives included: Director of Social services, Director of Education and student leaders. From these meetings, the city agreed, verbally, to the study center concept including support in finding Danish homes for students, learnings experiences in schools, orphanages, hospitals, homes for the aged and use of the city athletic center. The student leaders offered to arrange a buddy system pairing American and Danish students.

The choice of Denmark as the location of the study center was made because the Director of the program, Dr. Robert Frost, had had recent experience with a study center in Denmark and had good contacts in Denmark. These were important factors which could easily determine the success or failure of the program. The inter-cultural experience could just as well have been provided in Germany using the St. Cloud State College Denmark model. Germany was more centrally located in Europe and would offer more opportunities for inter-cultural educational and business experiences. There were many more St. Cloud State College students with ethnic German backgrounds than Danish, and these ethnic backgrounds could have been exploited. Also, the German language is a much easier language to learn than Danish. With some study in the orientation course and nine months living in Germany, there would be a much better chance to develop communications through common language in Germany than in Denmark.

The agreements which were reached concerning the items mentioned above in Fredericia, were reached by representatives of the mayor and Dr. Frost. On the other hand, Dr. George Farrah, Director of the Denmark Study Center and Mayor Pederson of Fredericia were the ones who had to implement the agreements. Putting these verbal, general agreements into practical, concrete programs proved to be a challenging task for the implementing officials. Interpreting what was agreed to in the face of language barriers proved to be difficult.

ADMINISTRATIVE ARRANGEMENTS

Contrary to the situation at St. Cloud State College where the faculty and the administration are basically two separate entities, in Fredericia at the Denmark Study Center, the faculty and the administration were combined. There was no administrative staff. The five professors somehow had to absorb the administrative function. The five professors included the Director who

carried a 1/3 teaching load and four faculty members who carried full teaching loads. Dr. Pabst, Dr. Bruhn and Dr. Carter each taught three different courses (requiring three preparations, four hours for each course per week). This made the faculty load quite different from that experienced in St. Cloud. There is no doubt that administration played a vital part in the successful conduct of the program in Fredericia.

Administrative planning for the Denmark Study Center took many varied forms. First, the program proposal had to be approved by the College and by the Higher Education Coordinating Committee. The program was proposed and approved in a general-form which allowed the College and the Denmark Study Center Director the maximum of flexibility to deal with the many unknown which would arise. The program Director for the College made two trips to Denmark to establish the Study Center. Food and housing arrangements were made, and a city was selected which would provide the proper environment in which to develop the inter-cultural experience for the students.

Student Housing

The faculty which served as the dormatory for sixty-five students was located about one mile from the center of Fredericia. It was a youth hostel which normally operated only in the summer months. This hostel bore the Danish name of the Pro Pace. The hostel had two to four person rooms. The beds were double-decked. Each room had a simple shower, a wall locker for each occupant, a toilet, wash stand, and one small table. The hostel also had one twenty-by-thirty foot lounge, a very small canteen, a dining facility which seated 65 persons and a small office. This facility was owned by and leased from the Danish youth agency in Copenhagen. An agreement was also signed with this agency to provide subsistence for the students housed in the Pro-Pace at a certain rate per student per day. These agreements were made between the program director, Dr. Frost, and the Director of the Danish youth agency.

These agreements were made before the program was approved at St. Cloud State College. Of course, this would be the normal sequencing of events, but it resulted in some predictable problems. The program was implemented by the resident Denmark Study Center Director, Dr. George Farrah, and by a local Fredericia Dane who held the franchise for the hostel. It was difficult under these circumstances to figure out if full value was being received by the students under the contract. Also, there was a real question as to whose rules would be followed in administering the hostel. The main problems in the housing area concerned with this facility arose in the administration of the facility. There never was a clear-cut determination made as to whose rules were to be followed--Danish rules for administering the hostel system or the rules of the Director of the Denmark Study Center. This is a difficult area because both administrators have certain interests which result in conflict in some instances. For example, are the American students who live in the facility for a year to be treated in the same fashion as the European youth who frequent the facility on an itinerant basis when the facility is operated as a hostel? The hours the students keep, availability of hot water, drinking of beer at the facility, quantity and quality of food, policy of having guests in rooms, accounting for meals served were a few of the many problems which arose. A need quickly arose to create an organization and process to deal with these problems. This is discussed elsewhere. The mayor had the authority to solve many of our problems which had to be negotiated on a problem by problem basis. Of course, most of these problems were worked out by the Director and the Manager of the Pro Pace. Some of the more important problems regarding cost, quality and amount of food, and heat (after the US dollar was devalued) had to be referred to Dr. Frost in America and the Director of the Danish youth organization in Copenhagen. This was time-consuming and diffi-

cult. The facility was Spartan in nature but suited the requirements of the St. Cloud Denmark Study Center in near perfect fashion. The Study Center had a home; the Director had a great deal of control over the hostel; the students had adequate living quarters. Such an arrangement was advantageous to the Danes since this hostel was open only during the summer months and St. Cloud State College needed the facility only during the remaining nine months. There are many hostels in Europe which are open for young people only on a seasonal basis and thus could be used in a similar fashion. There were no offices for the professors. It was originally planned to hold classes at this facility but this did not prove to be feasible. There were important advantages to the housing facility. It was close to the downtown area (one mile) of Fredericia. It was clean. It was inexpensive. It was a minimally adequate facility. The students were allowed to paint their rooms which they all did. They were allowed to put up posters etc., which they all did. The facility, in general, is the type of facility which one seeks for this type program with the exception that there was no adequate classroom space at this facility. Had the students lived and attended classes at this facility, they would have tired of the facility in short order. It was planned that the facility would also be used for classes; thus, there was little budget for needed classrooms which had to be found. This item will be discussed below.

Many problems which cannot be anticipated in the planning of a study center operation are certain to arise. It takes a spirit of cooperation, patience, understanding and a will to make the program work to solve these problems. All parties must be willing to negotiate and to compromise as necessary.

The Denmark Study Center Director's Office was located in the Pro Pace. The Pro Pace was used as the center of many activities; it was used for social

functions; sixty-five students were housed and fed there.

In a low budget program, inevitably, food and housing will cause problems. The students must receive a clear, concise orientation on these matters. Students are quite understanding in this regard but only if the situation is made clear to them at the outset. There are always going to be problems of interpretation with regards to food and housing contracts. A number of suggestions can be made in this regard which will help minimize the problems. First, contracts should specify, in as a great detail as possible, the precise services which will be rendered and the quality of that service. For example, the number of meals which will be provided should be specified. The costs to be incurred in feeding the students should be spelled out. Some access should be granted to the Director to the records of the agent contracting the food to determine if fair value is being received. Appeal procedure should be set up. Renegotiation should be provided for if the dollar depreciates or appreciates. Flexibility in financing of the program must be provided to provide increases or decreases in food and housing budgets as needed. The day to day administration of the food and housing situation will be discussed below.

Administrative Support

In addition to student food and housing, administration of the program must take into consideration administrative support of the academic program and administering to student needs other than food and housing. These elements of administrative support have certain things in common. First, some administrative support facilities are needed, second, certain equipment is needed, and third, some people are required to carry out all the programs. Each aspect will be discussed below. The arrangements made for administrative support facilities for the Denmark Study followed the "Spartan" theme of the entire program.

Class Rooom Facilities

An immediate need arose after arrival of the faculty and students in Denmark to secure a suitable facility in which to hold classes. This was an emergency situation since good classrooms are an absolute requirement for conduct of any college academic program. The mayor was made aware of this problem, and he offered a very viable solution. The city of Fredericia had just completed construction of a new sports center about 1.3 miles around the parimeter or the city from the Pro Pace. This center contained a wide variety of sports equipment and facilities as well as a number of class rooms. These rooms were spacious, equipped with blackboards, conference type tables and comfortable chairs. The mayor arranged for the Denmark Study Center to use four of these rooms. The academic program was arranged so that only three rooms were in use at one time, thus, one room (seating capacity of about 50 students) was held out as a study room. The rent for the rooms in this facility was minimal. In addition to the rented facilities, the students had access to the sport center cafeteria which was a very large facility. The students could eat, snack, talk and study in this facility. Of course, some sort of program could have been conducted in the Pro Pace using already over-crowded facilities for classrooms, however, one could say that it could have been difficult to conduct a quality program in such an environment. The mayor in European cities is a very powerful official. The Denmark Study Program had his support. He arranged for the use of the sports center when the problem was made known to him. As an academic facility, the rooms in the sport center were an ideal solution--the facilities were as modern, well-lit, well-appointed as classrooms in modern American universities. The ability of the professors to use this facility contributed greatly to the success of the Denmark Study Program. The problems with regard to this facil-

ity had primarily to do with administration. First, although promises were made, the students never gained access to the sports facilities at the sports center. Attempts were made to gain such access but they were unsuccessful. This situation had to be simply accepted. Sports are governed and maintained in a different way in Europe than in America. Sports clubs and federations are important in Europe. For example, there were no public tennis courts in Fredericia. One could play tennis only as a member of a club or as a guest. The sports facility was used intensively but certainly not 100% of the time it was open. Second, the Danish administrators of the sports center were quite bureaucratic, and it almost appeared that the custodial personnel considered our use of the facilities as an added burden rather than a pleasure to serve visiting guests at their city. In actuality, our use of the facilities was not a tremendous burden, but this part of the Danish bureaucracy was over-staffed and under-worked and was not motivated toward service of the clientel served. There was also a problem with regard to the hours that the cafeteria was open. The cafeteria was a pleasant meeting place for both the students who lived at the Pro Pace and in Danish homes but who all came to the sports center for classes. Unfortunately, the hours of the cafeteria were such that it wasn't open when the students arrived and closed for an hour or two in the afternoon when some of the students were waiting for late classes or for rides to their homes. A major problem which had to be solved was how to feed the students who lived in the Pro Pace the noon meal. Since it was not practical to return to the Pro Pace, it was arranged for the students to make sandwiches, transport milk and juice to the sports center and eat in the cafeteria. The students who lived in Danish homes either brought sack lunches or purchased lunch at the cafeteria. The administration of the cafeteria was set up in such a bureaucratic fashion that increased sales was not a sufficient in-

centive for the management to open the cafeteria for longer hours. Another major problem which arose was transportation of the students from the Pro Pace to the sports center. The fact that the students had to traverse the 1.3 miles from the Pro Pace to the sports center was a matter of concern in view of the frequent cold, wet, windy, rainy days. To hire a bus would have been expensive; to subsidize the student use of public transportation which did not go directly to the sports center would have been expensive. Soon after our arrival in Denmark, the enterprising American students began procuring various modes of transportation including: cars, bicycles and motorbikes. The students, also, quickly acquired adequate rain gear. The ultimate solution to the transportation problem was to leave it up to the students to get to and from the sports center. This solution worked very well, but absenteeism from class was high on very rainy days. Students were not encouraged to walk in the rain when they were sick. The fact that the sports center was located 1.3 miles from the Pro Pace caused other problems. Probably the main problem caused by this arrangement was the problem of communications. It was difficult for many students who lived with Danish families to go to both the sports center and the Pro Pace; the Director's office was located at the Pro Pace, but his classes were held at the sports center; there were administrative items which required attention at the sports center and at the Pro Pace. Mail was delivered to the Pro Pace. Three of the professors in fall quarter had no cars so it was difficult for them to meet with committees except at the sports center during the day. So, this facility arrangement made it difficult, especially for the professors involved in various places for administering the program.

Housing Students in Danish Homes

Arrangements were made as part of the program to house students in Danish

homes. The original plan was to house forty-six students in Danish homes and rotate that group on January 1 with students who were living at the Pro Pace. The Danes accepted our students on a voluntary basis and received a token amount, approximately $75.00 per student to help cover costs incurred for four months. These American students lived in typical Danish homes for the period agreed upon. This housing of students of the Denmark Study Program with Danish families was particularly successful and noteworthy. It helped to accomplish a number of objectives. First, the students who lived in the Danish homes really had a twenty-four hour a day inter-cultural experience. They were treated literally as members of the families with whom they lived. The students referred to the Danes with whom they lived as their "Danish Parents" and "Danish Sisters and Brothers". Deeply personal friendships arose between the American students and the Danes with whom they lived. The Danes were most generous in taking the American students on trips and including them in various functions. In general, the Danes encouraged the American students to invite their friends from the Pro Pace for meals and visits to the home. As far as costs are concerned, this aspect of the program was less expensive to the College than the rooming and boarding students at the Pro Pace. So, one can say that this aspect of the program helped to keep the overall cost of the program down. Those students in the Danish homes had a much better opportunity to observe the customs and mores of the Danish people and to learn more of the Danish language.

There were, of course, problems with this arrangement. First, the students who lived at the Danish homes had to find some means of transportation to the sports center for classes and to the Pro Pace for various functions. Bicycles were a primary means of transportation in this regard, however, many Danish families drove students to the sports hall. Others had to take the bus and in

a few instances this proved to be an unanticipated costly expense. The student council listened to hardship cases and subsidized a few students in this regard with program funds. It was of course difficult to make the initial arrangement for forty-six students to stay in Danish homes. It was a new program and the Danes had never experienced anything like this program. Also, from more than one Danish source, we gathered that some Danes were worried about the conduct of American students. They appeared to get many of their impressions from television and observing American students in Europe--especially large cities. One Dane remarked that they were concerned that the American students would be a bunch of radicals protesting everything in the mold of those students whom they had seen on television protesting particularly the Viet Nam War. These people feared that the students would disrupt life in Fredericia, itself. Others said that they got their impressions of American families from watching the television series "An American Family," which portrayed modern American family life in a less than representative fashion. Certainly, all of these fears were dispelled by the students' conduct. These students were of hearty mid-western stock and proved to be outstanding ambassadors of America. A very serious morale problem arose when the time came for the students who had been living with Danish families to return to the Pro Pace and for another group to go to families. Some of the families had to be informed that the students could stay with them instead of returning by the Danish authorities. The American students who had not lived with Danish families, on the other hand, had been promised that they would go to Danish families. Also, as noted above, personal relationships had developed between most American students and their Danish families. Further, some Danish families and some American students, who wanted to support the rotation program felt that they would hurt their counterparts by breaking up their relationship. It took a great deal of negotiating and compromising to resolve this situation. In the end, all who wanted

to live with Danes did get the opportunity, and some who wanted to stay with their Danish families were permitted to do so.

One can anticipate the problems noted above and provide viable solutions to them through proper planning. The system should be established before the students go to families and this system should be strictly adhered to. Living with Danes was one of the most important parts of this program, and the problems were minor when compared to the value of this aspect of the program to the students.

Organization of the Denmark Study Center

The initial organization of the Denmark Study Center was one Professor, Director Dr. George Farrah, and four professors who made up the faculty component and 111 students. Prior to leaving the United States, a student council consisting of a student council president, treasurer, secretary and five members was formed. The intent was to have the Director run the program through the student council. There was a great deal of administration associated with the program which started before the group left for Denmark. For example, course selection had to be made, text books had to be ordered, administrative records had to be filled out by students, and materials to support the program had to be ordered. The Director was left to take care of these matters. No budget was provided for administrative supplies however, Dr. Farrah insisted that certain basic items were needed if a quality program were to be implemented and a minimum budget was supplied. Also, department chairmen of those departments which had faculty involved in the program were generous in their support of the program in the form of work study hours donated, equipment provided and other things made available. A partial list of the items taken to Denmark is on the following page.

A Partial List of Supplies for the Denmark Study Center

First Aid Kit

Typewriter Supplies

Pencils

Erasure/Rulers

Mimeograph Ink/Supplies

Bond Paper

Letterhead Stationary

Clock

Tools

String/Wire

Paint

Binders

Clips/pin fasteners/rubber bands/thumb tacks

Scratch Pads

Glues/Scotch Tape

Recreational Equipment

Dictionaries

Envelopes, Assorted

Pens

Magic Marker

Felt Tip Pens

Scissors

These items had to be boxed or crated along with textbooks and materials taken by the individual professors. Twenty-two hundred pounds of materials were taken to Denmark. Finn Air permitted this material to be transported without cost. When the group arrived in Denmark it became obvious that the student council could not handle all the problems which arose acting as a discussion body for each problem. Therefore, a number of committees were established to deal with problems in the various areas. These committees were: Food and Housing, Cultural and various ad hoc committees organized for specific events. These committees discussed the problems and opportunities in their respective areas of interest and made recommendations to the student council. The ultimate responsibility for the program rested in the hands of the Director. Needless to say, there were problems associated with the organization of the Denmark Study Center.

The basic organization noted above proved to be effective in dealing with the many varied problems which came up. When there is no administrative element provided in a program such as this, it may be expected that the students themselves must carry a great deal of the administrative load. Many administrative chores can be performed by work study personnel. The money the students earn in this capacity helps them finance their year abroad.

There was a need for a translator-secretary to assist the Director with typing and translating. There are letters and documents to be translated, letter to be written in Danish, telephone calls and conferences which require a translator and various legal documents and items which require precise translation. A secretary can perform all these functions.

It was difficult to communicate with faculty and students at the Denmark Study Canter. The faculty lived in various locations in Fredericia and could not meet in the evenings because of lack of transportation. During the day, at

each hour one to three of the faculty were teaching. The hours were scheduled straight through the day in order to provide the maximum flexibility for student schedules. It would be better to sacrifice some of that flexibility to provide for a free noon hour. This hour could be used for both student and faculty administrative meetings. There is just no doubt that administration plays a vital part in the successful conduct of the program in Fredericia. Student life in the dormatory, student life in Danish homes, student life in Fredericia--these all are things that we had to consider, provide guidance and make decisions on a daily basis. In this area, some of us felt that there were a number of things that could have been foreseen so that we could have handled them better upon our arrival in Fredericia. Basically, the administrative package for the program was workable, but many things from the administrative point of view were not planned for or did not work out as planned.

Equipment

Many pieces of equipment are needed to support a Study Center. Some of the major items which had to be procured were transformers,* theormo-fax* machine, English* and Danish typewriters, duplicating machine, stationery,* overhead projectors,* slide projector.

Some of these items can be taken from the United States. In this case the starred items were taken. The students also had requirements. From student activity funds they purchased as stereo-tape recorder, lunch boxes.

THE ACADEMIC PROGRAM

The academic program was the most important aspect of the Denmark Study Program. The general nature of the program has already been discussed. This section will focus on the specific courses offered concentrating on Business course offerings. It should be noted that no additional financial support was given to professors who participated in the Denmark Study Program except

for $400 to help defray transportation expenses. The Director decided to provide each faculty member with $300.00 to use as he saw fit in connection with the Denmark Study Program activities. Hopefully, with this "seed money" faculty members could use some experimental methods to carry out the program objective of providing an inter-cultural experience in conjunction with the course learning experience.

The Schedule

The academic calendar was adapted from the St. Cloud State College calendar. It provided the same number of classroom hours but these days were distributed through the year in a way quite different from the normal St. Cloud State College calendar. Highlights of the calendar included: alternating school weeks of four days each Monday through Thursday and Tuesday through Friday. This schedule meant that every other weekend was a Friday through Monday weekend. This allowed the students to plan longer trips and other activities for these four day weekends. In between long weekends were regular Saturday through Sunday weekends. The schedule also provided for a one week trip to the Soviet Union, a three week vacation at Christmas and a month of travel time in the spring. This proved to be ample travel time considering the students' limited finances. It could have been possible to provide for more larger blocks of travel by having five-day academic weeks with the four hour classes meeting an extra time each week and saving up the time off to be put into a week block during each quarter. There are advantages and disadvantages to each of these alternative schedules. Certainly, the one used by the St. Cloud State College Denmark Study Center was a very fine alternative, suited our needs, and met with general student approval.

Program Phases

The academic program consisted of a preparation phase in St. Cloud during

the Spring Quarter 1973, a one week Denmark orientation period in September and a three-quarter academic program in which courses regularly offered at St. Cloud State College were offered in the Study Center. It was felt that the best possible commitment and orientation of Denmark Study Center students could be gained through a one quarter, two credit "Danish Orientation Course." This course which met on a regular basis provided also a vehicle for administrative matters which had to be accomplished prior to the time that the students departed for Denmark. The basic outline of the St. Cloud State College phase course is shown on the following page. It should be noted that language instruction was conducted for one hour during each meeting. The program could have been organized better, but for a first effort, it was very successful.

The second portion of the program orientation took place during the first week after arrival in Denmark. This phase of the orientation consisted of a two day program in Copenhagen and a five day program in Fredericia. The program in Copenhagen included a visit to the Danish parliament, sight-seeing tours of Copenhagen and a visit to a large bank for an orientation on currency and various governmental briefings on Danish laws, etc. This was well-organized and a necessary element of orientation for the students. After two days in Copenhagen, the students went by train to Fredericia. For the next five days a series of guided bus tours were conducted which took the students all over Denmark. It should be noted that the schedule given out the United States called for bicycle tours, but this proved to be unfeasible since 115 bicycles would have had to be procured for the short orientation period. This is a substantial number of bicycles to be procurred in a city the size of Fredericia. The Danish youth organization which was our official Danish governmental host responded with the bus tours. This proved to be a delightful interesting and ideal orientation period. Quite a bit of Danish culture, geography, history,

language, architecture and industry was imparted to the students in a very brief period of time as a result of this orientation. It is hard to conceive of a better in-country orientation than the one described above.

DANISH ORIENTATION COURSE Instructor, Mrs. Nelson

March 28 - FIRST MEETING
Language
Maps of Europe - Denmark
Orientation/Administration

April 4 - EDUCATION

April 11 - HISTORY
Stone Age - Bronze - Iron - Slides

April 18 - VIKINGS AND LATER

April 25 - SOCIAL WELFARE

May 2 - LITERATURE

May 9 - ARTS & CRAFTS

May 16 - HOSTELLING & GYMNASTICS

May 23 - MUSIC

May 30 - FILMS
Administration

June 6 - FINAL MEETING

The Denmark Phase of the Academic Program

The courses taught at the Denmark Study Center were determined in large measure by the capabilities and desires of the professors selected to participate in the program. The initial direction for the program was determined by the St. Cloud State College Denmark Program Director who decided which department of the college would be represented in Denmark. For the departments selected see the following page. This list of departments was made from a poll of student interests. Department Chairmen nominated professors for the Denmark Program from those who volunteered. After this process had

FACULTY SELECTED FOR DENMARK STUDY CENTER 1973-74

ART

Laurie Halberg

BUSINESS

Alfred A. Pabst

ECONOMICS

Marcus Bruhn

ELEMENTARY EDUCATION

George Farrah

ENGLISH

Marcia Summers

GEOGRAPHY

Phil Tideman

HISTORY

Marjorie Morse

INDUSTRIAL EDUCATION

John Carter

INTERDISCIPLINARY STUDIES

Al Downes

PHILOSOPHY

John Phillips

PSYCHOLOGY

Mary Craik

SOCIOLOGY-ANTHROPOLOGY

James Craik

SPEECH

Linda Park

been completed the selected faculty met together to determine which courses would be taught. It was suggested that the courses selected should be ones whose subject matter was such that it could take advantage of the environment (i.e., European, inter-cultural, international, Scandinavian, etc.) All students were required to register for 16 credit hours to cover program costs from faculty-ratios point of view. The courses to be taught in Denmark were determined as a result of discussions during one relatively short meeting of the faculty who were participating in the program. It would have been valuable to analyze different mixes of courses desired or required by students, courses which could be taught in the European environment with subject matter which could be adapted to take advantage of that environment and then make up the matrix of courses and professors to fit the academic program. This would, in effect, be the reversal of the procedure actually used. There were organs in the College such as the Curriculum Council which could have been used to construct and/or advise on content of the academic program for the Denmark Study Center. At any rate, the courses which were selected did provide a wide range of choice for the students, but there was little continuity or progression built into the program except in Education 103 discussed below. That which was in the program resulted purely from chance and was determined by which professors taught which quarters. Thus, the fall quarter subjects of Geography, Economics, Business, Industry, and Education were certainly courses which were "foundation" type courses in a program such as this. They helped the students gain a working familiarity with key aspects of the Denmark Scene. There were a few courses which had light enrollments and which should not be repeated in such a program given a similar clientel. The selection of courses for a program is very difficult and deserves as much professional attention as possible. The courses taught during the 1973-1974 academic year are shown on the following page.

SCHEDULE OF CLASSES FOR THE
DENMARK STUDY CENTER

Fall Quarter

Time	Course Number and Enrollment (In Parenthesis)			
	Room A		Room B	
8:00	Business 270	(33)	Geography 270	(30)
9:00	Economics 273	(40)	Education 457	(25)
10:00			Geography 374	(21)
11:00	Business 361	(18)	Industrial Ed. 192: Modern Civilization & Technoloty	(12)
12:00	Ecnnomics 401	(15)		
1:00	Industrial Ed. 305: The Future	(36)	Geography 374	(20)
2:00	Business 470	(13)	Industrial Ed. 354: Technology and Ecology	(20)
3:00	Economics 474-574	(10)		

Winter Quarter

Time	Course Number and Enrollment (In Parenthesis)			
	Room A		Room B	
8:00	History 203	(34)		
9:00	Psychology 270	(35)	*	
10:00	Sociology 261	(24)	Art 101	(14)
11:00	Psychology 262	(26)	History 328	(12)
12:00	Sociology 367	(31)		
1:00	Psychology 4410443	(38)	**	
2:00	Sociology 370	(19)	Art 392	(20)
3:00	History 432	(14)		

* Education 499: Arranged (20)
** Art 499: Arranged (3)

Spring Quarter

Time	Course Number and Enrollment (In Parenthesis)			
8:00	Philosophy 432: Current Issues	(33)	Speech 161	(11)
9:00	Social Science 401	(37)	English 293	(33) *
10:00	Philosophy 270: Kierkegaard Emphasis	(14)	Education 402	(16)
11:00	Social Science 460	(41)	English 498	(17)
12:00	Speech 231.01	(30)		
1:00	Social Science 470	(26)		
2:00	English 293	(33)		
3:00	Speech 331	(15)	Philosophy 432: Current Issues	(32)

* Education 103 (Community Experiences) Arranged

Note: The asterisks indicated for the various classes are flexible arrangements and do not necessarily meet at the time and place shown above.

Language Instruction

Instruction in the Danish language was provided through the good offices of the Danish youth organization with which we dealt. The instructor was less than adequate, but it was difficult to replace him. First, it took some time to discover his inadequacies, transmit them to the Danish authorities and follow-up to insure that he was replaced. Valuable ti[illegible]was lost in this regard. This instructor had had no experience teaching Americans. The Danish language is a difficult language to learn in the course of a year. I believe that the major thrust should be placed on conversational Danish with minimal attention to grammar and translation. The students who lived with Danish families acquired a fairly good vocabulary in some cases. No one learned to speak Danish with any degree of fluency during the course of the year. It was certainly worthwhile to make the effort to learn Danish as part of the inter-cultural experience but one should not set his sights too high in this effort, and not too much time should be spent in the process. There is so much else to do and learn--besides where does one speak Danish besides Denmark and Greenland? Certainly, it would be better to have some control over the selection of the instructor and the hiring and firing of the instructor.

Specific Non-Business Courses

The purpose of this section is to discuss three non-business courses which met the criteria of adaptability to the European environment and provided the students with particularly good inter-cultural experiences. First, Industrial Education 192, "Modern Civilization and Technology" made particularly good use of the environment. The students visited different industries such as fishing, furniture, and dairy and observed, first hand, the industrial processes in Denmark. In their reports, the students were able to compare the Danish industrial processes with American counterparts.

Geography 374, "European Geography", of course, was an ideal course to be taught in this program. The students took an extensive field study trip of Denmark as a part of this course. During their travels the students were able to see many of the geographical forms discussed in the classes. Additionally, the professor who taught the course had made an extensive geographical research trip to Scandinavia just prior to teaching the course and was able to show up-to-date slides of geographical formations and farming in that region.

Finally, Education 103, "Community Experiences", was offered in the Spring quarter after the students had had six months exposure to Danish culture, people, et. al. During this course, the students actually worked in Danish institutions such as schools, hospitals, governmental agencies and retired people's homes. The essence of this course was involvement in the Danish scene. This course was the ultimate in carrying out the basic program objectives of providing intercultural learning experiences. There were a number of courses which were not adapted to the environment in the successful fashions described for the above courses. There were cases in which courses could have been adapted, but the professors made no effort to utilize the environment. This was unfortunate--certainly in these cases the professors concerned missed learning experiences which could have contributed, each in its own small way, to the ultimate goal of providing an inter-cultural experience for the students.

THE BUSINESS PROGRAM

The remainder of this report will focus on the business portion of the academic program of the Denmark Study Center. Preliminary figures indicated that there were enough business majors and undecided underclassmen to warrant participation by one business professor for one quarter at the Denmark Study Center. Additionally, a few business students were permitted to carry directed

and independent studies. These arranged courses were finalized before the students left for Denmark.

The School of Business Professor

Each department of the School of Business was permitted to nominate professors to the faculty of the Denmark Study Center. Although considerable interest in the program was expressed by various members of the faculty, only two professors actually agreed to be nominated for the position. The selection was made between a very junior member of the faculty and the author of this paper. The author was selected because the junior member had not taught a variety of courses in the School of Business and there was an absolute requirement in the Denmark Study Center to teach three different courses. The commitment to join the faculty of the Denmark Study Center involved considerable personal sacrifice for most of the professors. In most cases, children had to remain in the United States because the faculty was in Denmark for only a quarter (except for the Director). This meant that two homes had to be operating during this period. A sum of $400.00 for transportation was the only stipend given to faculty members serving in the Study Center. Those faculty members who took wives and children did so at considerable personal expense. No faculty housing was arranged in Fredericia. This put the faculty who rotated on a quarterly basis in a particularly difficult situation. It was difficult in the smaller cities of Europe to find housing for a short period. Not knowing the city or the language, the incoming professors were severely disadvantaged in searching for housing. The requirements varied among the professors; the professors required furnished apartments; they had to be located near the Study Center or on public transportation routes unless the professors had personal transportation. These were some of the major considerations with

regard to housing of professors. This was perhaps one of the more difficult aspects of locating the study center in a small city. Housing was expensive in Europe, and, therefore, as much assistance as possible should have been provided in this regard. As the situation developed in Fredericia, after the towns people realized that we had a housing problem, as individuals, they presented some very visible alternatives. The mayor could be very helpful in this regard.

A word about titles is perhaps in order at this point. The title of "professors" is very important in Europe. In some instances, this title is conferred only by the state and quite restricted. As a result of this situation, American "professors" are held in high regard. Also, there is a certain expectation of conduct and courtesy expected from the "professors." Therefore, to some degree, the Europeans expect American "professors" to live up to the European "professor" image.

There was a great deal that the professor could do to prepare for a tour with the Denmark Study Center. First, the professors were encouraged to participate in the Spring Quarter Denmark Crientation Course. By participating in this course, the professors got to know some of the students who would later participate in the program. Also, the professors received an orientation on Denmark along with the students and, therefore, were aware of the orientation that the students had received. This knowledge was valuable in subsequent preparation for classes which had an inter-cultural base. Second, the professors could prepare themselves, generally, by reading about the European environment with regard to their specific field, e.g., education, business, art, industry, psychology, geography, et. al. Through research, the professors could determine the centers of learning in their discipline and arrange to visit these centers with or without their students depending on the timing of the events within the centers and the location of the centers. With proper planning, the

professor could have certain periodicals and research materials follow him to Denmark by changing subscriptions to the international editions, by having domestic subscriptions airmailed, or by having normally received materials forwarded from his department by airmail on a selective and periodic basis. I employed all these forms to good advantage as will be discussed later. Perhaps the most important aspect of the prior planning on the part of the professor from a personal point of view was the planning of the use of the time abroad. There are simply indescribably great advantages and opportunities available to professors who participate in the Denmark Study Program from a personal professional point of view. One will take maximum advantage of this situation if one starts with the basic philosophy that "I will remember and gain from what I do, not from what I don't do." There will be many chances to test this philosophy. The tests will come in the form of money and time. How to spend one's time most profitably and whether to do something that cost considerable money are questions which frequently arise. The first problem of how to allocate time could be solved in one case, in part, by prior planning. The schedule of classes and free time was made available to professors well before the group left the United States. Just looking at the monuments, visiting the art galeries, governmental halls, churches, museums and castles could take all free time available. Waiting for transportation could take time. At the outset, one had to decide whether or not to buy a car for a four months usage period. I bought and sold one during my stay and found it personally to be very advantageous to have one. We drove 7000 kilometers in that period of three and one half months. In addition to the advantage of having a car for my personal use, everyday I used it in some way in connection with the activities of the Study Center. I bought and sold the car for the same price. Insurance was very expensive--$250 for three months basic coverage. Gasoline was $1.10

a gallon in Denmark before the energy crisis. It is strange but important in our considerations here that off hand I don't remember how much it cost to operate the car, but I remember extremely well where it took me and what an advantage it was to have a car. Depending on the value of the dollar, it could be very advantageous to buy a European car and ship it home for use in the United States. One of our professors did this. Planning should begin with the blocking out of the longer periods not scheduled for classes. In these portions of the calendar, the longer visits to points of professional interest can be planned. As a part of this prior planning, letters to governmental agencies and friends are most helpful. Experience has shown that Europeans respond quickly and positively to letters. Perhaps it is because of the greater bureaucratization of the society that causes a letter to the "Director" to carry a great deal of weight. The offer to follow-up or confirm telephone arrangements with a letter was always received positively; and, if such an offer were not made, the odds were that it would be requested.

It is a good idea to make a list of all names and addresses of contacts in Europe before departing the United States. A letter of introduction from a friend is always very well received by Europeans. Names and addresses of business contacts are useful as well as names and addresses of both American and European governmental contacts.

Teaching Specific Business Courses in the European Environment

As far as the School of Business offerings were concerned, at the outset, business majors were cautioned that there was only one business professor participating in the Denmark Study Program for one quarter. In a few cases arranged courses or directed study courses were permitted, but essentially, business students took two quarters of courses which contributed only in the general elective area as far as credit toward graduation was concerned. I taught three

business courses, administered a number of directed studies and taught two students "Organization Theory" using the tutorial method. The three courses were MF 270 "Business and Society", a sophomore level course; MF 361 "Management Theory and Practice", a junior level course; and MF 470 "Business in a World Environment", a senior level course. Considering the diverse interests and backgrounds of the student body, this was probably as good mix of courses as I could have offered. I arrived at this selection of courses after conferences with my Department Chairman and the Dean of the School of Business and surveying students. An introduction to Business course, seminars, readings courses, a marketing course or a law course would have fit well into the environment. The courses offered depended upon the qualifications of the professor as well as the desires of the students and the environment.

Prime consideration had to be given to resources available in the Study Center which were available to support the courses. Overhead projectors, blackboards, and slide projectors were available in the Denmark Study Center. Reproduction machines, thermofax and typewriters were also available. If a first class program is going to be put on, such items are essentials. The Study Center did not have a library. This was a significant deficiency. To compensate for this deficiency, I brought a portion of my person library (approximately 250 books and pamphlets) to Denmark. Additionally, I arranged to have "Business Week" air-mailed to Denmark, and I subscribed to the International editions of "Newsweek" and "The Herald Tribune". These materials were all made available to the students who made good use of them. The students used the regularly assigned textbooks for the courses with one major exception. For the "Business and Society" course, hand-outs and assignments in periodicals normally were used to supplement the Luthans and Steiner textbooks. To fill the void created by the absence of supplementary materials in the Denmark Study Center, I put together a readings book using the selections

available through the General Learning Press. Upon completion of the course, I surveyed the students concerning this readings book and found that it was very well received. This course made particularly good use of current materials which were available as described above and my personal library.

I took all of my lecture notes and supplementary material which I use to teach these courses in St. Cloud. Research projects and term papers which depended on library support could not be included in the Denmark Study Center program. Research projects which centered around student involvement with the Danish environment could be and were included as will be discussed below.

The business courses taught in Denmark had basically the same content as similar courses taught in St. Cloud. The examinations for courses taught in Denmark were as rigorous as the examinations given in St. Cloud and the student scores on the examinations were comparable.

The learning experience in Denmark was richer for the students for a number of reasons. First, there were fewer distractions or things competing with education during the week. The students had no television or English language radio. There were relatively few places to go in Fredericia during the week as compared to St. Cloud. Second, the professors were much more available to the students in the Denmark Study Center than in St. Cloud. There were no faculty offices; faculty members were in the Study Center for most of the day and frequently at night. This situation would probably prevail in any Study Center located in a small city. Discussions with students were on many different subjects. The students wanted to talk with professors. They wanted to discuss subjects concerned with the class work. They wanted to discuss current events. They wanted to discuss the administrative problems associated with the operation of the Study Center. Many, many hours were spent in such discussions. Very little time, therefore, was available to prepare for classes. It was a 100% teaching, counselling, talking job being on the Den-

marks Study Center faculty during the school week. This was no picnic for the faculty. There was no place to hide--no offices--no libraries--no place to go until you went home for the day. For this type of environment, one had to depend on experienced faculty who knew their subjects, could relate to students and who could teach without a great deal of preparation.

The Denmark experience was enriched by Industrial Field Study trips to various places in Europe. In these visits, the students could talk with businessmen and civic leaders to find out how things are done in the European environment. This, in turn, gave the students a better understanding of what we do in America and by seeing the differences, gain a greater appreciation for the good things in the American way of managing. We teach theory of business from textbooks. The students are left with the impression that everyone does a given thing the way it is described in the textbook. Students found out from their Industrial Field Study visits that the "American way" of doing business is not the "European way". The flexibility and dynamism in the American system of business become apparent as compared to the way things are done in Europe. The Industrial Field Study visits will be described below.

Finally, student understanding of many facets of business was enriched by simply living in Europe, while they were studying. They gained an understanding of such things as devaluation, Euro-dollars, currency restrictions, import and export restrictions, general governmental control, etc. from their daily life in Europe.

Industrial Field Studies

Two extensive Industrial Field Study trips were taken during the fall quarter in support of the business courses. These were unique educational experiences. One trip was taken to Hamburg, Germany and the other to Amsterdam,

The Netherlands. The trips were similar in nature so only the Hamburg trip will be described.

I decided to take representatives of all three business classes on this visit. This decision determined which firms and agencies we desired to visit. A visit to the Port of Hamburg was of interest to the "Business and Society" course because all port activities impacted on the people of Hamburg; it was of interest to "Business in a World Environment" because Hamburg was one of the largest ports in the world and it was geared almost entirely to international commerce. Management of such a facility was a genuine challenge and this was excellent subject matter for the course "Management Theory and Practice." For similar reasons the other business firms and governmental agencies were selected. These included: the Hamburg City Planning Administration, the Reemtsma Cigarette Company, Grunor and Jahr Publishing House; and the Howalt Shipbuilding Company. These visits were arranged through letters and personal contacts. Letters were written to provide the basis for personal meetings in which arrangements for the visit were discussed. Through the use of this methodology the length of time spent on plant tours was held to the minimum necessary to gain an appreciation for the operation and the amount of time spent in discussion was maximized. Also, the composition of the company or agency's discussion team was established by our requirements. The firms were most cooperative.

The personal meetings used to set up the trip enabled me to pick up materials about the firms we were to visit at a later date, to talk with the different managers to tell them of our needs, and to locate the best route from one place to the next. Of course, personal contacts were invaluable in setting up these trips. Many contacts can be obtained through meetings in the United States, friends of friends, professional associations and colleagues who have engaged in such trips. Arrangement can be made to visit governmental agencies

such as planning groups, ports, city administrations, etc. without much difficulty. Accommodations for groups can be obtained at youth hostels which are inexpensive but adequate and located downtown in many cities of Europe. Three dollars and fifty centers per night with light breakfast is not an unreasonable planning figure even today. Off-season and group rates in accommodations and transportation are frequently given. In many cases a leader is allowed to go along free for a certain number of participants (twenty to thirty depending on the activity concerned). Further, the Europeans really cater to students and frequently admit them free or at greatly reduce prices to events for which adults are charged. There is a great emphasis on planned activities and on letters requesting and confirming arrangements in connection with these visits. The Europeans don't like to be surprised. They make arrangements for a certain number of visitors and expect precisely that number, no more, no less. In addition to making the arrangements to visit the firms and agencies, there was another very essential phase of preparation which make these visits unique. The Industrial Field Study program was described to the students in each class. Materials from the firms and agencies which had been gathered on my planning visit to Hamburg were distributed. Each class was divided into groups for the purpose of planning for the visit. For example, the "Management Theory and Practice" class was divided into five groups: Planning, Organizing, Controlling, Staffing, and Directing. The "Business in a World Environment" (International business) class was divided functionally: Marketing, Management, Finance, Operations, Accounting and General Business. The "Business and Society" class was divided into: Ideology and Business, Contemporary Issues, Business the Government and the Governing, Social Responsibility and the Future. These groups researched the companies/agencies and developed questions to ask the representatives during our Industrial Field Study. Thus, the visit took the form of a "live case study" for the students. Upon their return to Fred-

ericia, the students made written reports of the visits. During the preparation of these reports, the students had the opportunity to share their experiences with those who did not go on the Hamburg trip. An effort was made to include students on the Amsterdam trip who did not participate in the Hamburg trip. The visit to Hamburg lasted two working days. The opportunity was offered to the students to stay over the weekend in order to see the sights and monuments. The Amsterdam visit was four days in length. The total cost of the Hamburg trip to students was $6.50 for the overnight visit. The bus transportation cost came from the $300 that the Director of the Denmark Study Center had given each professor to support his courses.

In addition to these major Industrial Field Study trips other field studies were included in the business program. A field study trip was made to a local refinery. The preparation by the students was similar to that for the Hamburg trip. The visit included a short bus tour of the refinery followed by a long (approximately two hours) discussion with the Director of the Refinery and his staff. This visit occurred a week after the energy crisis began in 1973. There was a free and full discussion of management, international oil business, and the refinery and society during this meeting.

Dairy farming was one of the most important industries in Denmark. It has been undergoing tremendous change since the end of World War II. The "Business and Society" class visited a dairy and talked with the Director who had been in the dairy business for perhaps forty years. From this discussion the students got a clear view of the societal impacts of changes in industry. The impacts of changes in the dairy industry for the Danes are comparable to impacts that radical changes in the auto industry would have on American society. The Director was quite candid in his views regarding the impact of government on the dairy industry and the impact of the changes in the dairy industry on society. The "Business and Society" class also visited the mayor of Fredericia

and members of his City Council. From this visit, the students, just as in the case of visits to firms, were able to see, vividly, the differences between Danish and American government and the relations between that government and society and business. The "Business in a World Environment" class visited a firm which makes dairy equipment. This was a semi-governmental activity. The students were able to contrast this activity with a firm near St. Cloud which some students had studied. Again, the students had prepared questions before the visit and preliminary visit to the firm had been made by me. This procedure was followed in all our Industrial Field Study visits. It should be noted that student participation in the visits to the refinery and to the dairy machinery manufacturing company was on a voluntary basis and both visits were well-attended. Priority had to be established for participation in these visits because of transportation limitation.

Standards of dress and conduct were given to the students prior to each visit. No restriction was placed on the types of questions students could ask. Free and open discussions were held in all instances and the students impressed their hosts with their knowledge and demeanor.

A final method of enriching the business classes was through the use of guest speakers. A senior manager from one of the two largest banks in Denmark visited with the "Business in a World Environment" and "Comparative Economic Systems" classes. He presented an original paper on "Banking in Denmark." After the presentation of the questions, he met with students informally over coffee for further discussion. This presentation covered important economic and financial topics in a lively, understandable, interesting manner. This official was a graduate of Yale and Harvard Universities and therefore had excellent rapport with American students. This brings up an important point. It is essential in establishing Industrial Field Study visits to get speakers

who speak English. It is far better to take the number two or three man in the office who speaks English than to use a translator with the number one man. We used no translators in any of our visits.

Research projects were assigned for the "Business in a World Environment" class. These were group projects. Students were required to investigate and research in areas where there was sufficient material in English and a sufficient number of English-speaking Danes in the business. One such project concerned the management of the furniture industry in Denmark. A further use was made of the international environment during the spring quarter. A St. Cloud State College accounting student was given an international internship in London, England. This student had been participating in the Denmark Study Program. The specific internship program arrangements were made in the United States with a major accounting firm. This proved to be an invaluable learning experience for the student. Other efforts were made to establish internships but were unsuccessful, primarily because the energy crisis put the damper on activities such as internships.

CONCLUSIONS

As a professor who was only with the Denmark Study Center for one quarter, I am not in a position to evaluate the entire program. I can make some comments concerning the portion of the program in which I took part. I have included many comments on the various aspects of the program in the paragraphs above. Those comments which are repeated here are repeated for emphasis. First, and perhaps most important, in my view, the program was academically and administratively sound and should be repeated. The great opportunity to study and travel abroad is alone sufficient justification for the continuance of the program. One hundred eleven students went on this low budget program

which was thwart with unknowns. One hundred and six students stayed for the entire program. Those who returned early, returned for hardship reasons. This was a great testimonial to the program.

This was a low budget program. The student body was very diverse in its background. It included many potential college drop outs. When one considers these basic facts, one can only be amazed that the program was successfully accomplished at all, much less with such great success in the form of academic achievement and positive expressions on the part of students and faculty, alike, who participated in the program.

The Director of the program in Denmark set high standards. Some of those standards were compromised by the students. Perhaps, some of the standards should have been relaxed in light of conditions. In this regard, I would caution that only such programs overseas with high standards can survive. It is far better to err on the side of high standards and uncompromising attitude when challenges come from all quarters than to choose the easier course of abdicating one's authority and responsibility. In the final analysis, the College and the public hold the Director and his staff responsible for developing the program and for the conduct and development of the students in their charge.

The fall quarter 1973 was "a start up" operation for the Denmark Study Center. Many things were done wrong, but, on balance, many more things were done right. One can now ask for better planning and better definition of objectives and "better many other things". While this report specifically suggests that better planning can make a better program, it recognizes that sufficient planning was done to get the program off the drawing board and into fruition which is much more important. The business courses were well received by the students. Considerable effort was made to concretize that nebulous objective of providing in these courses an "inter-cultural" experience for the students. There were many things associated with the program of busi-

ness courses which could have been done better, but a lot of things were done right and also in a unique manner which, hopefully, enriched the learning experience for a few students. Perhaps the best judgment of this attempt to provide an "inter-cultural" experience for a few Minnesota students is contained in an article which appeared in the Fredericia Dagbladet the day after the students departed for America.

An article from the Fredericia Dagbladet on May 10, 1974:

translated from Danish to English

A TEARFUL GOODBYE WITH THE AMERICANS

Nobody had to be Ashamed, Everybody Wept

"Then the long feared day came. The Americans are going and it became a tearful goodbye this morning at the trainstation where a lot of parents, friends, acquaintances, lovers, brothers and sisters, and many others were there to take the last pictures, get the last kiss, have the last look, and cry the last tear.

If anybody had doubted whether the program was a success, this doubt is gone now. Very seldom has there been people from different parts of the world, with different traditions and manners, finding each other in such a touching way. Everyone wept--children as well as grown-ups--and Americans as well as people from Fredericia, and everyone should have given a kiss, one time, two times, and then a third time before they had to say goodbye; drag themselves, their baggage and the rest of their tears with them into the train. Every second was used, and there was a time when the doors were closing, that it looked as if the train might not be able to hold all of the Americans who were hanging out of the windows, and the many Fredericians who seemed to be trying to get in. Then the whistle blew, and the train started. The long journey home to Minnesota had begun and no tear could stop it. . . "

Appendix B.

How Four Students Perceived the Denmark Experience

DENMARK STUDIES CENTER

Program Evaluation - Students' Perception

PHILOSOPHY

Only through the critical evaluation of a program, can one lend endorsement to it's continuation. This critique will attempt to bring to light the merits of an overseas study center, and will add constructive criticisms of this pilot project in hope of strengthening the program in the future. The substance of this evaluation is based entirely on students' perceptions. The students involved in this critique were all involved with the student government, so they had a close working relationship with the Administration at the Denmark Studies Center, and with the civic leaders of the Fredericia community.

STUDENT GOVERNMENT

The Student Council, as it existed in Fredericia, Denmark, was a highly visible and necessary body. It was comprised of from 5 to 7 students. A Chairman was elected by the Council members for purposes of ceremony. He also had power of recognition at the weekly public meetings. One faculty member was elected or appointed as an advisor. The function of the Council were multifaceted. Through the creation of a sub-committee system, the routine needs of the students were attempted to be met. This subcommittee involved such areas as cultural committee, social committee, publicity, etc. The most important sub-committee was titled Food and Housing, which involved itself with the daily transactions between the students and the management of Pro Pace Vandrehjem where 2/3 of the students lived. Here are some suggestions concerning Student Government:

(1) Student Council and Students. The legitimacy of the Student Government must be defined. In dealings with the students, the Student Government must know what sanctions they can legally impose upon students exhibiting flagrant and continuous misconduct which the Student Council deems detrimental to the welfare of the other students and to the continued existence of the program. Guidelines should be clearly stated and distributed to each student.

(2) Student Council and Administration. Instances existed this year in which the Student Council was forced to usurp the authority of the Acting Administration in dealings concerning student fund allocations. It is essential

to know whether the college system recognizes the Student Council as a sovereign governing body or as simply an advisory body. The need to define authority is further established by the need to define responsibility. The level of efficiency in operating this program was severly reduced by the inability to establish commonly recognized centers of authority and responsibility.

(3) Student Council and Student Activity Committee. Due to the unique environment and circumstances in which this program is run, the Student Activity Committee at St. Cloud State has misinterpreted certain fund appropriations voted for by the Student Council at the Study Center in Fredericia. The Student Activity Committee feels that the Study Center has at times deviated from the stated approved uses of said funds. This topic should be brought forth and resolved before the commencement of the 1974-1975 program.

PROGRAM OBJECTIVES

It is difficult to measure the success of an experimental program without comparing the end results with some of the predefined program objectives. Difficulties arose due to the variety of primary objectives which the students and faculty brought with them to Fredericia. The problem existed for two reasons: 1) There never were program objectives that were stated and put into writing, and easily definable 2) The Orientation Program during the Spring Quarter of 1973 was so inadequate as to lead to misconceptions of the program in the minds of most of the program participants.

It is the strong recommendation of this committee that during the course of Orientation, a committee be formed which consists of Administration, Faculty and Student representation. It would be their responsibility to identify the program's primary objectives. These objectives would serve as guidelines for the direction of the program once it was initiated overseas. Advisement should be sought from the previous years' faculty and students.

It is also recommended that in the course of the Orientation, an exercise be presented to the student in which they are actually forced to conceptualize their forthcoming stay in Europe. The students' anticipations, goals and reasons for wanting to be part of such a program should be stated. This exercise should not be used as a screening device in the selection of students, but rather it could be useful in identifying at an early period the more common misinterpretations of the program which the students hold.

STUDENT SELECTION

It is suggested that no requirements, other than those needed for normal college attendence, be used as a criteria for student selection to this program. This program is beneficial to any and all participants. It would be hypocritical to send students to Europe who represent only limited ideological views, coming from select socio-economical environments. The students act as ambassadors of their college and country. We feel that it would be best if this college community be a representative sample of the total spectrum of personalities and opinions that belong within the larger confines of St. Cloud State College. We also feel that the best way to achieve this end is through

random and impartial selection. If the student is in good academic standing with the college, he or she would be given full consideration for acceptance into the program.

FACULTY SELECTION

There are three criteria for the selection of faculty members which we feel should be stressed: 1) Creativity 2) Flexibility 3) the ability to produce a good student-teacher rapport in a much less structured environment. If the teacher is creative, he will be able to enhance the presentation of any discipline with the use of the European setting. As was previously suggested for the students, potential faculty members should be made to conceptualize their goals and reasons for seeking selection to an overseas study center. The applicant should describe how he feels he can utilize the European surrounding to make his class uniquely relevant to this time and setting. The selection of faculty members who are presumed to be highly adaptive people is especially critical during the second and third quarters, for then they are not only presented with a new culture and a different teaching experience, but also with students who are to a large degree accustomed to the surroundings and academic situation. For a professor to come to either of these quarters and force a tradition of "four hours of lectures per week and final at the end of the quarter" upon the students will spell inevitable failure. In order to avoid such confrontation, and in order to upgrade the total academic quality of the program we feel that selection of the disciplines to be presented in any one quarter is equally important to the selection of the staff. It's our desire to see disciplines grouped as identically as possible. An example of this would be Spring Quarter of 1974 in which Speech and English were both offered in such a way to complement each other.

If disciplines were more closely grouped, the professors involved could formulate amongst themselves a common approach to their group of disciplines and they could co-ordinate their desired field trips in advance. This would maximize participation in the field trips, make them multi-purpose, and reduce the amount of school time lost to such ventures, and provide for the best utilization of faculty allocations.

SELECTION OF DIRECTOR

Preplanning and coordination regarding all elements of the program are essential for a successful year.

The Directory at the Studies Center in Denmark is critical to the establishment of communications.

It was our experience that difficulties by the Director to gain a positive rapport with the students, faculty and oft times community resulted in confusion and decreased efficiency.

Failure to incorporate the Director into principle contract negotiations handicapped his ability to act during the course of the year. Here are some of our suggestions concerning the selection of a Director in the future:

(1) The director should be advised or involved in defining all areas of contractual obligations.

(2) The future Director should be on the committee that constructs the goals, objectives and obligations which the program exists for and he should be held accountable for this.

(3) He must have adequate knowledge of academic requirement.

(4) He should have resources available to explain applications for student-teaching, emergency loans, etc.

(5) He should have recent proof of practical administrative experience.

(6) He should clearly understand the difference between academic and social pursuits regarding both the program and self.

(7) He should exhibit a willingness and eagerness to cooperate with the administration at St. Cloud State College, and with the student population, both individually and through the Student Government.

The Director should consult with, and not merely inform future faculty members of changes in the academic calendar.

The Director should take an active role in the legal and official functioning of the Student Center. He should be acquainted with the physical environment in which the students' reside.

The Director should have common sense, the ability to function under stress; be flexible, broad-minded, intelligent, and diplomatic.

The selection of the Director is extremely important, and much time and care should be used in the selection of this position.

This committee suggests the inclusion of a Business-Administration intern to participate in the program as the Director's assistant. The Director's job is very demanding, and the situation provides for practical application of business-administration skills.

CALENDAR CONSTRUCTION

We feel that the time spent in Denmark should align itself as closely as possible to the commencement and termination of the regular academic year at St. Cloud State. This would help the student to associate the Danish program in regard to a regular academic year at St. Cloud State; plus it would facilitate a smoother transition between arrival in the United States, and the beginning of Summer Session. Many students had to fill their schedules with subjects unassociated with their major fields, and so found summer school desirous or necessary.

FOUR-DAY WEEKENDS

This committee feels that the inclusion of alternate four day weekends to be basically a positive item, but we do feel that amendments could be made concerning this policy. Realistically, four days was not sufficient time to do any exploration of the continent outside of Denmark. Because of this, students either added a day or two to their travels at the expense of their classes, or they remained in Fredericia confronted with what usually amounted to four very long days. This was especially true in the Winter during poor weather, and in the Spring when most students were financially exhausted. We feel that it would be more benificial to all parties if every third weekend were designated as an extended weekend. The surplus free days would be consolidated into an entire week when school would not be in session. This could be done at no expense to the total classroom hours. During the free week, approximately one every six to seven weeks, travel would be encouraged. This could also be an opportune time to offer program-planned excursions (i.e., Soviet Union, London, etc.) It is not recommended that class oriented field trips be scheduled for these times, as they are meant primarily for individual exploration and encounter. We endorse the continuation of the 25 day Christmas and Easter breaks, as this is a natural time for students to do extensive travel, which is one primary objective for most students. The more

time that is devoted to these two breaks, the better, for if students are not given ample time to satisfy their desires to travel, they will simply take the amount of time desired away from the previous quarter or the beginning of the next quarter.

The last week in every quarter was designated as "culminating activities". However, there never existed a tangible definition of what constituted a culminating activity, and as such, the week evolved into a poorly organized finals week. The purpose of this period of time should be clearly understood and adhered to, for much better use of the time could easily have been found.

LOCATION

We feel that the location for next year's program should be changed. A return to Fredericia, Denmark would be recommended in the course of one or two years. This suggestion of re-location is based on the opinion that a constant and routine exposure of a large number of students to this community would eventually be interpreted by some areas of the community as an imposition, and that the degree of community involvement would suffer. We feel that the program should rotate among three primary locations, with at least one sight outside of Denmark, preferrably Germany.

FINANCES

Much confusion and concern resulted this year from the attempts to collect deliquent payments to the program. Since selection of students to future programs can be made at an earlier date than for this year's group, we suggest that payments be spread out over a longer period of time, and also that a definite policy be known to the student concerning what the college will do if the student should sign a promisary note, and be held accountable for it. The actual receipt of payments should be made only by St. Cloud State, and not by the Study Center, as this only leads to confusion and delays. St. Cloud State should allow a contingency fund to be created to absorb any possible price increases, not allowed for in the contract. This fund would only be used for that purpose, and if it is not used the money would be refunded.

Delinquent payments of students should not be absorbed by the remaining participants in the program anymore than if they were studying in St. Cloud.

A policy should be created in advance specifying the probable dates and manner in which unused funds would be distributed. There also should be a policy recognized pertaining to refunds for students who leave the program before the termination date.

TUITION

We feel that the method used last year in billing us for tuition fees proved ackward and inefficient. We suggest that two tuition statements be sent (one labeled COPY). One would be sent to the students home address and one to the student in Denmark. It would be the student's responsibility to arrange for payment, but we feel that the student should be contacted directly on matters pertaining to his own financial affairs. We also suggest that a copy of the students' grades also be sent directly to Denmark. In these and

all other matters of communication between the Denmark Studies Center and St. Cloud State College, we strongly urge the college to use Air Mail rather than surface mail. It was a small, but constant aggrevation to have to wait four to six weeks for matters coming from the United States.

STUDENT BUDGET

Due to Europe's fast rate of inflation (14% in Denmark in 1973), any recommendations concerning actual amounts of money which the student should expect to spend has been deleted, as they will probably be obsolete in the course of a year. However, as an Orientation exercise the student should be made to create a hypothetical budget for himself.

First, the student should be given the Danish cost of a common commodity as compared to the cost in the United States. Such commodities should include clothing, spirits, transportation, entertainments, tobacco, etc. They should take into account the cost of a Student RailPass (currently $165 for two months), and the possibility that they will travel for a week or more to two or more of the following places: 1) U.S.S.R. 2) London 3) Baloric Islands 4) Greece 5) Israel 6) Egypt. They should make provisions in advance for the obtainment of emergency funds.

DRUGS

There was an unmistakable trend in the use of drugs. During the course of the nine months in Denmark, the number of people using illicit drugs (mostly hashish) continued to increase, and also the frequency of use increased. Towards the end of the year there was an upsurge in the use of amphetamines and hallucinogenic drugs. The use of beer and other spirits remained fairly even; it was high during the entire year.

Factors playing a part in the increased use of drugs were; 1) accessability 2) low-cost 3) emotional outlet. The third factor can be explained by the fact that during the entire year, we had almost no access to sports facilities. Without the opportunity to reduce emotional tensions through constructive physical activities (especially during the winter), the students often expressed themselves through the medium of drugs. The situation was aggrevated during the fall and early winter quarters when living accomodations were so inadequate as to lead to many forms of anti-social behavior, including drug-abuse and aggression.

Drug abuse is not an easy question to deal with, nor is it a problem only unique to the Study Center. However, we do have some suggestions: 1) Indoor and outdoor facilities should be made available to the students so that they may have an opportunity to use their free time constructively 2) Quiet studying space should be present 3) A Police Officer should come to the Center to tell the students in concrete terms what that country and city policy is pertaining to the possession, transfer, or sale of illicit drugs 4) Caution the students during Orientation of the hazards of sending illegal drugs through the mail 5) The college should have a clearly defined policy on what measures will be taken against students who jeopardize the program's success through the illicit use of drugs. This policy should be stated early in the Orientation and referred to often.

CONCLUSION

It is the firm opinion of this committee that programs such as this become a permanent part of St. Cloud State College's curriculum. We feel that the exposure that the students receive regarding cultural, socio-economic and geographical differences in the world can not be as effectively duplicated in the classroom.

Gustave O. Virkus, Jr.

Scott J. Hoyt

Margaret Fox

Brian Benson

Appendix C.

How One Student Perceived the Denmark Experience

AN INDIVIDUAL REACTION TO NINE MONTHS SPENT ON THE DENMARK STUDY PROGRAM

Karen Sperl
Independent Study
Dr. Farrah
May 8, 1974

"It's going to be a total living experience," were Dr. Frost's words to me when I showed interest in studying abroad. My first reaction to the thought of coming to Denmark for nine months was estatic, as I again felt at the first informational meeting for the general body of interested St. Cloud State College students. Between my individual meeting with Dr. Frost and that group meeting, however, there was a temporary change of feeling. With a speech pathology and psychology major, I found that a teacher from the SSPA department would most likely not be one of the staff chosen, as the classes were to be of general interest and meet the general needs of as many students as possible. This necessarily meant delayed graduation for me--something to think about definitely. However, I did need several general elective credits and would be able to get sixteen credits of psychology to complete that major, and as I was very enthused about this "total living experience,"--my last chance, as a student, to have such an opportunity, I didn't hesitate to begin those down payments. And may I add, I've never regretted that initial decision. I feel a program such as the one I'm a participant of, has as much potential for individual growth as the participants are willing to recognize to nurture their varied needs. What follows then, is a partial evaluation of the Denmark Study Program, by way of experiences I had that were possible as a member of that program.

I don't feel choice of country for a program like this is all that crucial. Regardless where we locate ourselves in Europe, there are bound to be adjustments to make and new opportunities--of which Fredericia, Denmark offered many. There were adjustments to language barriers, climate, food, the people, integration into different living arrangements (both at Pro Pace and with a Danish family) which implies adjustments to style of living. Each of

these adjustments had to be thought about and met individually and I feel would exist in any foreign country chosen. Fredericia, in that respect, along with the many places I travelled to over the nine months, definitely challenged my ability to adjust. As for the new opportunities a country/city affords to one hundred plus students, choice of location may be more crucial. Depending on pre-set goals for the program, one place may be better equipped to meet individual needs (i.e., Florence, Italy for art students) than another. In conversations with other students on the program, most felt that Fredericia is void of the college-aged population--something which would have afforded more interaction with our own age group. I feel the same way, and yet, because there were few contacts with college students, I found meaningful interactions in my Danish family and with their friends. (parents aged 33 and 32; children aged 13, 9, and 7). Again--a question of adjustment. And for our program's goals, I don't feel we intended to cater to any individual's major interests in choosing a country and city. Fredericia offered an invitation, the price was right, the students and faculty were willing, and the adjustments and opportunities were there! For future programs--locating near a college population is a suggestion.

Partially due to the many outstanding opportunities I had for once-in-a-life time experiences, partially because I was faced with different ways of doing and looking at things, and in part due to the fact that much of my study was done on an independent basis, I found that these nine months have really been a breakthrough for me from the traditional sense of how learning takes place at the college level (i.e., listen to lecture, take notes, memorize, take test; read in book, memorize, take test; visit schools or businesses, take notes, memorize, take tests). I've been aware of learning taking place,

change of certain of my attitudes, people relations and reactions, (awareness of awareness in general) and it's been a very free, fun way to learn. Reading a book entitled "Annual Editions Readings in Human Development '73-'74" I could enjoy, jot down ideas, question myself and bring those questions to friends while walking to school or riding a train to Paris, or put them down to discuss with teachers when I return, or write a paper because the article stimulated me to write. And that was learning. While in London, enroute to Stratford upon Avon, we stopped at Oxford with a brief preview of their college educational system. Maybe it's not for everyone, but then maybe college isn't for everyone. However, I could really relate to the idea of attending lectures by different professionals, reading a lot, and then, on an informal basis, getting together with a tutor (over a cup of coffee or Danish style) and discussing, debating, questioning; learning. The classes I had with the Danish Study Program, in conjunction with my independent study classes of psychology, education, and language stimulation, were of this informal, listen, read, talk and write about nature. A teacher-student relationship as we had on this program, I've never seen at our State College. Teachers and students got to know each other--outside of the classroom in addition to the class presentations. This program has stimulated me to seek further knowledge--not because I anticipated a test, but because of interest and the freedom to let my mind go. (This paper itself is being written because so much has happened in the past nine months that I want a record of my thoughts at this time, along with a desire to contribute to the student input of ideas, reactions, and evaluations of various aspects of our stay in Europe.)

If I can compare coming to Europe as a "sponge"--having twenty-one years of varied U.S.A. experiences, taking "water" in and squeezing some out with every interaction in life, and using that same workable sponge in Denmark

and Europe--maybe realizing here just how many places the water could be taken in, in a foreign land. Through one of those inhalations, came the realization of how equally much there is to find out about in my home country. For example, after visiting various schools here in Europe, I now want to visit my grade school in the States and compare to Denmark and to the present. How have things changed? Because we are in a foreign land, museums, institutions, churches, schools, businesses, scenery, etc., are expected to be different and of interest, so we've taken advantage of those opportunities more so than the natives, perhaps, and more so than we took advantage of those opportunities for learning about our world when they were daily available to us. My curiosity about corresponding opportunities back home, and simply seeking out new things to do and see has definitely been tapped.

It's not been difficult to be a sponge, in a slightly more literal sense, living with a Danish family. I've taken in their hospitality in great gulps over the past months--their friendliness, openness to having a foreign person join their family, their eagerness to have me meet their friends and see places and ways of doing things Danish style, their sharing of food, drink and home with me (all themes in themselves), and their efforts to communicate and translate T.V. programs, friends' speech, etc. Likewise, I hope to have squeezed the sponge a bit while staying with a Danish family, at Pro Pace, and when talking to the people I met abroad. There were equal opportunities for attempts to learn their language, talk about American home decoration, food and drink, child rearing, (Way of Life)! It was a give and take experience, an appreciative experience of <u>all</u> countries "own way to do things on"--as a Dane would translate it--a real opportunity to compare and sift out and add and subtract what is <u>my</u> way of life. At times, it was a question of tolerance and

frustration--wanting to talk about something special or to someone special, but because of language barriers, lack of understanding, or distance, impossible. Integration in a foreign country(s) and family, also made me aware of things I've taken for granted in the U.S.A. and that have taken on a new meaning for me now. (Whether those appreciative feelings will last--I can only hope so.)

About travelling in Europe, I can best say, it incorporated many of the previously mentioned ideas: unique, real experiences with opportunities, adjustments, decisions, fun and excitement, comparisons, exchange of ideas; education. If I had to really try to put my finger on what this program has done for me, and hopefully will do for students in the years to come, in addition to or encompassing those things I just mentioned, I would say it has given me a real love of life and awareness of human potential; a total "living experience,"--like Dr. Frost put it.

Tak for det